



# Preventing Radicalisation Policy

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<b>Approved by Governors:</b>	<b>16.3.26</b>
<b>Review cycle:</b>	<b>2 years unless change in legislation or local context</b>
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## 1. Background

This 'Preventing Radicalisation Policy' is part of our commitment to keeping children safe. Since the 'Education and Inspections Act 2006' schools have a duty to promote community cohesion. Over the last few years, global events have led to a growth of extremist viewpoints, including advocacy of violent extremism.

Schools have an important part to play in both educating children and young people about extremism and recognising when pupils start to become radicalised. In March 2015, new statutory duties were placed on schools by the Counter Terrorism and Security Act (2015) which means they must work to prevent children being drawn into extremism.

Safeguarding children from all risks of harm is an important part of a school's work and protecting them from extremism is one aspect of that.

## 2. Ethos

At High Ash C.E. we ensure that through our school vision, values, rules, diverse curriculum and teaching we promote tolerance and respect for all cultures, faiths and lifestyles. The governing body also ensures that this ethos is reflected and implemented effectively in school policy and practice and that there are effective risk assessments in place to safeguard and promote students' welfare.

We have a duty to prepare our children for life in modern Britain and to keep them safe.

Pupils who attend our school have the right to learn in safety. We do not tolerate bullying of any kind and will challenge derogatory language and behaviour towards others.

## 3. Statutory Duties

The duty to prevent children and young people being radicalised is set out in the following documents.

- Counter Terrorism and Security Act (2015)
- Keeping Children Safe in Education (2015)
- Prevent Duty Guidance (2015)
- Working Together to Safeguard Children (2015)

## 4. Non-statutory Guidance

Maintained schools like High Ash no longer have a duty to promote the spiritual, moral, cultural and mental (SMCM) development of your pupils. This is no longer included in the Prevent guidance, but it's still a requirement as set out in section 78 of the [Education Act 2002](#) and paragraph 344 of Ofsted's [School Inspection Handbook](#) maintained schools (DfE 2014)

## 5. Definitions

**Extremism** is defined in the 2011 Prevent strategy as vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs. We also include in our definition of extremism calls for the death of members of our armed forces, whether in this country or overseas.

**Radicalisation** refers to the process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups.

**British Values** are democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs.

## **6. Roles and Responsibilities**

### **6.1 Role of the Governing Body**

It is the role of the governing body to ensure that the school meets its statutory duties with regard to preventing radicalisation.

The governing body has a nominated person who will liaise with the Headteacher and other staff about issues to do with protecting children from radicalisation.

### **6.2 Role of the Headteacher**

It is the role of the Headteacher to:

- ensure that the school and its staff respond to preventing radicalisation on a day-to-day basis,
- ensure that the school's curriculum addresses the issues involved in radicalisation
- ensure that staff conduct is consistent with preventing radicalisation

### **6.3 Role of Designated Safeguarding Lead**

It is the role of the designated safeguarding lead to:

- ensure that staff understand the issues of radicalisation, are able to recognise the signs of vulnerability or radicalisation and know how to refer their concerns
- receive safeguarding concerns about children and young people who may be vulnerable to the risk of radicalisation or are showing signs of radicalisation
- make referrals to appropriate agencies with regard to concerns about radicalisation
- liaise with partners, including the local authority and the police
- report to the governing body on these matters

### **6.4 Role of staff**

It is the role of staff to understand the issues of radicalisation, are able to recognise the signs of vulnerability or radicalisation and know how to refer their concerns.

## **7. Curriculum**

High Ash recognises the requirement to actively promote fundamental British values through your curriculum. These are:

- Democracy
- The rule of law
- Individual liberty
- Mutual respect and tolerance of those with different faiths and beliefs

This is outlined in the DfE's [guidance on promoting fundamental British values](#) (page 5) and the Home Office's [Prevent guidance](#) (paragraph 180).

We are committed to ensuring that our pupils are offered a broad and balanced curriculum that aims to prepare them for life in modern Britain. We encourage our pupils to be inquisitive learners who are open to new experiences and are tolerant of others.

Our curriculum is centred on our values of Love, Faith and Hope. These values support the development of the whole child as a reflective learner within a calm, caring, happy and purposeful atmosphere. Teaching the

schools core values alongside the fundamental British Values supports quality teaching and learning, whilst making a positive contribution to the development of a fair, just and civil society.

To prevent pupils from being drawn into terrorism, the school acknowledges its responsibility to make sure the school is a place where pupils can understand and discuss sensitive and controversial topics such as terrorism and extremist ideas, and learn how to challenge them, rather than prevent them being discussed at all.

We will build pupils' resilience to radicalisation through:

- Personal, social, health and economic (PSHE) education
- Citizenship lessons – these should equip pupils to think critically and make reasoned arguments, and teach them about topics such as democracy and the need for mutual respect

This is outlined in the Home Office [Prevent duty guidance](#), sections [406](#) and [407](#) of the [Education Act 1996](#) and page 23 of the [Independent School Standards guidance](#).

## **8. Internet Safety**

The internet provides children and young people with access to a wide-range of content, some of which is harmful. Out school has measures in place to protect pupils from terrorist or extremist material when using the internet at school.

- The filtering systems used in our school blocks inappropriate content, including extremist content, and this is reviewed at least annually as outlined in KCSIE
- Searches and web addresses are monitored. Pupils cannot access social media, including Facebook, Instagram, Snapchat and Tok-Tok.
- Where staff, students or visitors find unblocked extremist content they must report it to a senior member of staff. Pupils and staff know how to report internet content that is inappropriate or of concern.
- Online safety is included within the computing and PSHE curriculum. As such pupils learn about the potential for radicalisation, extremism, misinformation, disinformation and conspiracy theories, adapted to the age and level of understanding and any emerging risks.
- Our children do not have access to mobile phones in school. All phones are left at the school office until pick-up time. Staff are alert to the need for vigilance if a pupil did bring their phone in to school.

The Online Safety Policy refers to preventing radicalisation and related extremist content and outlines acceptable use. Pupils and staff are asked to sign annually to confirm they have understood what is acceptable use.

## **9. Staff Training**

Staff will be given training to help them understand the issues of radicalisation, are able to recognise the signs of vulnerability or radicalisation and know how to refer their concerns. This information also forms part of induction safeguarding training. Staff are updated as necessary in weekly safeguarding briefings. All staff complete Prevent training before they start work in school.

## **10. Safer Recruitment**

We ensure that the staff we appoint to the school are suitable, our recruitment procedures are rigorous and we follow the statutory guidance published in KCSIE. Vetting and barring checks as well as an online search are undertaken on relevant people, including governors and volunteers.

## **11. Visitors**

Visitors to the school are made aware of our safeguarding and child protection policies on arrival at the school and are given information about what to do if they are concerned about any aspect of child welfare.

Visitors who are invited to speak to pupils will be informed about our preventing extremism policy and relevant vetting checks are undertaken. We undertake due diligence to ensure that visiting speakers are appropriate. Speakers will be supervised at all times and will not be allowed to speak to children with a member of staff being present.

Staff must not invite speakers into school without first obtaining permission from the Headteacher.

## **12 'No platform for extremists'**

The school is vigilant to the possibility that out-of-hours hire of the school premises may be requested by people wishing to run an extremist event. The school does not accept bookings from individuals or organisations that are extremist in their views.

## **13. Signs of vulnerability**

There are no known definitive indicators that a young person is vulnerable to radicalisation, but there are number of signs that together increase the risk. Signs of vulnerability include:

- underachievement
- being in possession of extremist literature
- poverty
- social exclusion
- traumatic events
- global or national events
- religious conversion
- change in behaviour
- extremist influences
- conflict with family over lifestyle
- confused identify
- victim or witness to race or hate crimes
- rejection by peers, family, social groups or faith

## **14. Recognising Extremism**

Early indicators of radicalisation or extremism may include:

- showing sympathy for extremist causes
- glorifying violence, especially to other faiths or cultures
- making remarks or comments about being at extremist events or rallies outside school
- evidence of possessing illegal or extremist literature
- advocating messages similar to illegal organisations or other extremist groups

- out of character changes in dress, behaviour and peer relationships (but there are also very powerful narratives, programmes and networks that young people can come across online so involvement with particular groups may not be apparent.)
- secretive behaviour
- online searches or sharing extremist messages or social profiles
- intolerance of difference, including faith, culture, gender, race or sexuality
- graffiti, art work or writing that displays extremist themes
- attempts to impose extremist views or practices on others
- verbalising anti-Western or anti-British views
- advocating violence towards others

## **15. Referral Process**

Staff and visitors to the school must refer all concerns about children and young people who show signs of vulnerability or radicalisation must be passed to the Designated Safeguarding Lead using the usual methods for reporting other safeguarding concerns.

When there are significant concerns about a pupil, the Designated Safeguarding Lead in liaison with the Headteacher will make a referral to the appropriate body.

## **16. Monitoring and Review**

This policy will be monitored by the governing body at least annually by receiving a report from the Designated Safeguarding Lead.

This is not a statutory policy and will be reviewed at an appropriate time not later than two years after ratification by the governing body.

## **17. Related Policies**

- Online Safety Policy
- Positive Behaviour Policy
- Child Protection and Safeguarding Policy
- Equality Policy
- Lettings' Policy
- Personal, Social And Health Education (PSHE) Policy
- Spiritual, Moral, Social, Cultural (SMSC) Policy
- Staff Code of Conduct
- Teaching and Learning Policy
- Visitors Policy
- Whistle-blowing Policy