St John's Walham Green CE Primary School

Policy Name	**Radicalisation and Prevent Policy**			
Date	July 2021		Review Date	July 2023
Responsibility	FGB	Resources	Curriculum	Headteacher
Committee agreed on:		Signed by:		
FGB agreed/ratified on:		Signed by:		

St. John's Walham Green Church of England Primary School aspires to develop young people who are successful students, independent learners and confident individuals. We strive to ensure that our pupils become responsible citizens with a concern for the well-being of all God's creation.

EQUAL OPPORTUNITIES STATEMENT

St John's School is committed to the principle of equal opportunity for all pupils irrespective of race, religion, gender, language, disability or family background. We believe that equal opportunity is at the heart of good educational practice and challenge any form of discrimination. All staff and governors are responsible for ensuring that we implement this policy.

Contents

Legal background

The Counter-Terrorism and Security Act 2015 places a legal responsibility on schools to prevent people being drawn into terrorism and requires that they challenge extremist ideas. This duty came into force on July 1st 2015.

Definitions

Radicalisation: the process by which a person comes to support terrorism and forms of extremism which lead to terrorism.

Extremism: active or vocal opposition to fundamental British values including but not confined to:

- Democracy

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

Policies

The Prevent Duty should be enshrined within all relevant policies, as each are reviewed. The policies should include:

- Safeguarding
- Curriculum
- Teaching and learning
- Equalities
- Information technology and E-safety
- Behaviour
- Anti-bullying
- Collective worship
- Religious education

It is important to be aware that, whilst there is a lot of media coverage regarding Islamic extremism, there are other organisations, including extreme right wing groups, who can damage society and present a threat to the community. Schools should at all times ensure that their approach to the threat of radicalisation is **balanced, calm and proportionate**.

In Church of England schools, the Christian values that we teach sit very comfortably alongside the British values that in many cases have grown directly from the Christian heritage of this country. Christian values: http://www.christianvalues4schools.co.uk/

British values   http://schools.london.anglican.org/uploads/document/2_0_british-values-in-c-of-e-schools-dec-2014.docx

Training

Prevent training is provided for all staff on an annual basis. Additional training is provided, throughout the school year, if the need arises or for the induction of staff joining mid-year.

Prevent Single Point of Contact (SPOC)

The single point of contact will normally be the Designated Safeguarding Lead (DSL).

The SPOC for this school is Miss Della Freedman – Assistant Headteacher / SENCO / DSL

If there any concerns a member of staff should inform the SPOC (and/or – Ms Barbara Wightwick - Headteacher).

The appendix to this document contains a pro-forma to be completed detailing any concerns.

Useful contacts

http://www.preventtragedies.co.uk

http://www.familiesmatter.org.uk

The DfE Due Diligence and Counter Extremism Group have a confidential telephone helpline 020 7340 76244.

Things to watch out for in a pupil

It is important to remember that the vast majority of children, of whatever background, will not get involved in extremist action and in many cases suspicious behaviour may be a result of other problems e.g. mental health issues, relationship, drug or alcohol problems, or just the rigours of the teenage years**.** It is important not to jump to

conclusions (not least because accusations of radicalisation could push vulnerable young people into the hands of radicals). However, as general good pastoral care, staff should immediately take note and act upon any of the following:

- Discomfort about 'fitting in' (*beyond normal range for teenagers*)
- Appearing distanced from their own culture or heritage.
- Family tensions
- Isolation
- Low self-esteem or feelings of failure
- Lacking in empathy/poor social interaction
- Disassociation with an old group of friends and arrival of a whole lot of new friends
- Significant change in appearance and/or behaviour
- Hostile or inappropriate questions about faith and identity
- Sudden interest in religion
- Unhappiness following a move from one country to another
- Rejection of civic or community life
- Overly developed sense of grievance triggered by perceptions of racism or discrimination
- Involvement with criminal groups and/or imprisonment
- Failure to understand the actions and motivations of others.
- Accessing of violent or extremist websites or possessing violent or extremist literature
- Contact with known extremists
- Justifying the use of violence to solve society's ills
- Joining an extremist organisation
- If your knowledge of the family leads you to believe there is a risk

It should also be remembered that outside events, such as tensions in the local community, events in the country of origin, in the case of migrants, or major world events (such as the Iraq war) can also disproportionately affect the feelings and actions of young people. All staff should be alert to these events and be ready to help young people understand them, and put them into context.

Questions for the leadership team to ask?

1. Are there significant differences in the way that different groups in the school achieve, attend and behave?
2. Are these groups separated out in any way?
3. If one group has chosen to be isolated - why?
4. Are there any emerging patterns of behaviour?
5. Do you understand what is happening?
6. What are you doing about it?
7. Have you analysed the type, rate and pattern of bullying in the school?
8. How do you tackle discriminatory or derogatory language?
9. Are perpetrators challenged?
10. What have you learnt?
11. How robust are admissions and attendance procedures?
12. Do you follow up on absences?
13. Do you involve other agencies?
14. Is everyone that needs to be trained in safer recruitment?
15. Do you follow up all queries, before, during and after appointment?
16. Are visitors suitably checked and monitored?
17. How well do you check on and brief speakers and groups coming into school?
18. How do you monitor events?
19. How good are you at keeping pupils safe inside and outside the school?
20. Are the risk assessments effective?

21. Have you checked your safety arrangements?
22. Have you followed up and taken action after any incidents?
23. Do pupils understand and respond to risk effectively on the following issues:
    a. Child sexual exploitation
    b. Racism
    c. Sexism
    d. Homophobia
    e. FGM (Female Genital Mutilation)
    f. Domestic violence
    g. Forced marriage
    h. Substance misuse
    i. Gangs
    j. Extremism

24. What action has the school taken to address these issues?
25. Is the curriculum broad and balanced, providing a wide range of subjects?
26. Are students prepared to live fruitful lives in modern Britain?
27. Does the curriculum promote British Values?
28. Are Christian values clearly taught in every aspect of school life?
29. Is there clear guidance on provision for the spiritual, social, moral and cultural development of every pupil?
30. Are these policies put into practice so that no-one, regardless of race, gender, sexual orientation, disability or faith, suffers discrimination?

Channel

Channel is a programme which provides support for those who are vulnerable and may be being drawn towards terrorism.

Schools may refer individuals to the Channel panel, however as the programme is voluntary the student may decline. There is an online training module available for school staff. https://www.gov.uk/government/publications/channel-guidance

Local Safeguarding Boards are responsible for co-ordinating what is being done by all the local agencies.

Teaching Approaches

We will all strive to eradicate the myths and assumptions that can lead to some young people becoming alienated and disempowered, especially where the narrow approaches children may experience elsewhere may make it harder for them to challenge or question these radical influences. In our school this will be achieved by good teaching, primarily via Citizenship and PSHE sessions; but also by adopting the methods outlined in the Government's guidance 'Teaching approaches that help build resilience to extremism among young people' DfE 2011.

These approaches include setting targets for young people to build a sense of ownership; creating a safe space for dialogue between staff and pupils; building resilience in pupils; improving pupil skills for collaborative work; improving pupils' ability to interact with each other and a peer mentoring scheme.

We will ensure that all of our teaching approaches help our pupils build resilience to extremism and give pupils a positive sense of identity through the development of critical thinking skills. The school will promote the values of democracy, the rule of law, individual liberty, mutual respect and tolerance for those with different faiths and beliefs. We will teach and encourage pupils to respect one another and to respect and tolerate difference, especially those of a different faith or no faith. It is indeed our most fundamental responsibility to keep our pupils safe and prepare them for life in modern multi-cultural Britain and globally.

We will also work with local partners, families and communities in our efforts to challenge extremist views and to assist in the broadening of our pupils' experiences and horizons.

Whistleblowing

Where there are concerns of extremism or radicalisation pupils and staff will be encouraged to make use of our internal systems to whistle blow or raise any issue in confidence.

Please refer to the separate Whistleblowing Policy.

Recruitment

The arrangements for recruiting all staff, permanent and volunteers, to our school will follow government guidance on safer recruitment best practice in education settings, including, but not limited to, ensuring that DBS checks are always made at the appropriate level, that references are always received and checked and that we complete and maintain a Single Central Record of such vetting checks.

We will apply safer recruitment best practice principles and sound employment practice in general and in doing so will deny opportunities for inappropriate recruitment or advancement. We will be alert to the possibility that persons may seek to gain positions within our school so as to unduly influence our schools' character and ethos. We are aware that such persons seek to limit the opportunities for our pupils thereby rendering them vulnerable to extremist views and radicalisation as a consequence.

Therefore, by adhering to safer recruitment best practice techniques and by ensuring that there is an ongoing culture of vigilance within our school and staff team we will minimise the opportunities for extremist views to prevail.

APPENDIX I

PROFORMA for REPORTING CONCERNS REGARDING RADICALISATION and EXTREMISM

Pupil Name	
Class	
Address	
Parents / Carers Names and Numbers	
Addresses if different	
Details of concern	
Action taken	
Details of referrals including Names and contact Details	
Follow up Action	
Signed DSL and/or SPOC	Date
Headteacher	Date