

PREVENTING EXTREMISM AND ANTI-RADICALISATION POLICY

This policy covers all pupils including the Early Years Foundation Stage (EYFS)

St David's School is fully committed to safeguarding and promoting the welfare of all its pupils. As a school we recognise that safeguarding against radicalisation is no different from safeguarding against any other vulnerability. All staff are expected to uphold and promote the fundamental principles of British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs.

Aims and principles

The main aims of this policy are to ensure that staff are fully engaged in being vigilant about radicalisation; that they overcome professional and personal disbelief that such issues 'will not happen here' and ensure that we work alongside other professional bodies and agencies to ensure that our pupils are safe from harm.

The principle objectives are that:

- All governors, teachers, teaching assistants and non-teaching staff will have an understanding of what radicalisation and extremism are and why we need to be vigilant in school.
- All governors, teachers, teaching assistants and non-teaching staff will know what the school policy is on anti-radicalisation and extremism and will follow the policy when issues arise.
- All parents and pupils will know that the school has policies in place to keep pupils safe from harm and that the school regularly reviews its systems to ensure they are appropriate and effective.

When operating this policy St David's School uses the following accepted Governmental definition of extremism which is:

'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; and/or calls for the death of members of our armed forces, whether in this country or overseas'.

There is no place for extremist views of any kind in our school, whether from internal sources (pupils, staff or governors), or external sources (school community, external agencies or individuals). Our pupils see our school as a safe place where they can explore controversial issues safely and where our teachers encourage and facilitate this – we have a duty to ensure this happens.

We use the following definition of radicalisation which is:

'the act or process of making a person more radical or favouring of extreme or fundamental changes in political, economic or social conditions, institutions or habits of the mind.'

Procedure for referrals

It is extremely important for staff to be constantly vigilant and remain fully informed about the issues which affect the region in which we teach. Staff are reminded to suspend any professional and personal disbelief that instances of radicalisation 'could not happen here' and to refer any concerns through the appropriate channels (currently via the Designated Safeguarding Lead).

The role of the Curriculum

Our curriculum promotes respect, tolerance and diversity. Children are encouraged to share their views and recognise that they are entitled to have their own different beliefs which should not be used to influence others.

Our PSHE, Citizenship and SMSC provision is embedded across the curriculum, and underpins the ethos of the school.

It is recognised that children with low aspirations are more vulnerable to radicalisation and therefore we strive to equip our pupils with confidence, self-belief, respect and tolerance as well as setting high standards and expectations for themselves.

Children are regularly taught about how to stay safe when using the Internet and are encouraged to recognise that people are not always who they say they are online. They are taught to seek adult help if they are upset or concerned about anything they read or see on the Internet.

Staff Training

Through INSET opportunities in school, we ensure that our staff are fully aware of the threats, risks and vulnerabilities that are linked to radicalisation and are also aware of the process of radicalisation and how this might be identified early on. The DSL and the DDSs regularly attend training from Croydon Council and have completed the online training. This is fed back to the staff at the first appropriate opportunity. All staff have completed the on-line 'Channel' ('PREVENT') training. New staff undertake this training as part of their induction process (See Staff Induction Policy). Details of our 'PREVENT' duty (including contact details for non-emergency advice) are displayed in the foyer and in the Staff Room.

Implementation at St David's

As a school we recognise that extremism and exposure to extremist materials and influences can lead to poor outcomes for children and so should be addressed as a safeguarding concern as set out in this policy. We also recognise that if we fail to challenge extremist views we are failing to protect our pupils.

Extremists of all persuasions aim to develop destructive relationships between different communities by promoting division, fear and mistrust of others based on ignorance or prejudice and thereby limiting the life chances of young people. Education is a powerful weapon against this; equipping young people with the knowledge, skills and critical thinking in order to challenge and debate in an informed way.

Therefore, at St David's School we provide a broad and balanced curriculum, delivered by skilled professionals, so that our pupils are enriched, understand and become tolerant of difference and diversity and also to ensure that they thrive, feel valued and not marginalized.

Furthermore, at St David's School we are aware that young people can be exposed to extremist influences or prejudiced views from an early age which emanate from a variety of sources and media, including via the internet, and at times pupils may themselves reflect or display views that may be discriminatory, prejudiced or extremist, including using derogatory language. All internet access within the school is filtered (see E-Safety Policy).

Any prejudice, discrimination or extremist views, including derogatory language, displayed by pupils or staff is always challenged and, where appropriate, dealt with in line with our Positive Behaviour and Anti-Bullying Policies for pupils and the Code of Conduct for staff.

As part of wider safeguarding responsibilities school staff are alert to:

- Disclosures by pupils of their exposure to the extremist actions, views or materials of others outside of school, such as in their homes or community groups, especially where pupils have not actively sought these out.
- Graffiti symbols, writing or art work promoting extremist messages or images.
- Pupils accessing extremist material online, including through social networking sites.
- Parental reports of changes in behaviour, friendship or actions and requests for assistance.
- Partner schools, local authority services, and police reports of issues affecting pupils in other schools or settings.
- Pupils voicing opinions drawn from extremist ideologies and narratives.
- Use of extremist or 'hate' terms to exclude others or incite violence.
- Intolerance of difference, whether secular or religious or, in line with our equalities policy, views based on, but not exclusive to, gender, disability, homophobia, race, colour or culture.
- Attempts to impose extremist views or practices on others.
- Anti-Western or Anti-British views.

Our school closely follows Croydon's Safeguarding Children Partnership's agreed processes and criteria for safeguarding individuals vulnerable to extremism and radicalisation.

We 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 is achieved by good teaching, primarily via PSHE; 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.

We 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. We ensure that all of our staff are equipped to recognise extremism and are skilled and confident enough to challenge it.

We are flexible enough to adapt our teaching approaches, as appropriate, to address specific issues in order to become even more relevant to the current issues of extremism and radicalisation.

This approach is embedded within the ethos of our school so that pupils know and understand what safe and acceptable behaviour is in the context of extremism and radicalisation. This works in conjunction with our school's approach to the spiritual, moral, social and cultural development of pupils as defined in the ISI School Inspection Handbook and includes the use of assemblies to help further promote this rounded development of our pupils.

Our goal is to build mutual respect and understanding and to promote the use of dialogue not violence as a form of conflict resolution. We aim to achieve this by using a curriculum that includes:

- Open discussion and debate
- Work on anti-violence and a restorative approach addressed throughout the curriculum
- Focussed educational programmes including the JIGSAW PSHE scheme of work.

We also work with local partners, families and communities in our efforts to ensure our school understands and embraces our local context and values in challenging extremist views and to assist in the broadening of our pupil's experiences and horizons. We help support pupils who may be vulnerable to such influences as part of our wider safeguarding responsibilities and where we believe a pupil is being directly affected by extremist materials or influences we ensure that that pupil is offered mentoring. Additionally in such instances our school seeks external support from the Local Authority and/or local partnership structures working to prevent extremism.

At St David's School we promote the 'British' values of democracy, the rule of law, individual liberty, mutual respect and tolerance for those with different faiths and beliefs. We 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.

External Agencies and Speakers

At St David's School we encourage the use of external agencies or speakers to enrich the experiences of our pupils, however we positively vet those external agencies, individuals or speakers who we engage to provide such learning opportunities or experiences for our pupils.

Such vetting is to ensure that we do not unwittingly use agencies that contradict each other with their messages or that are inconsistent with, or are in complete opposition to, the school's values and ethos. We are aware that in some instances the work of external agencies may not directly be connected with the rest of the school curriculum so we need to ensure that this work is of benefit to pupils.

Our school assesses the suitability and effectiveness of input from external agencies or individuals to ensure that:

- Any messages communicated to pupils are consistent with the ethos of the school and do not marginalise any communities, groups or individuals.
- Any messages do not seek to glorify criminal activity or violent extremism or seek to radicalise pupils through extreme or narrow views of faith, religion or culture or other ideologies.

- Activities are properly embedded in the curriculum and clearly mapped to schemes of work to avoid contradictory messages or duplication.
- Activities are matched to the needs of pupils
- Activities are carefully evaluated by schools to ensure that they are effective.

We recognise, however, that the ethos of our school is to encourage pupils to understand opposing views and ideologies, appropriate to their age, understanding and abilities, and to be able to actively engage with them in informed debate, and we may use external agencies or speakers to facilitate and support this.

By delivering a broad and balanced curriculum, augmented by the use of external sources where appropriate, we strive to ensure our pupils recognise risk and build resilience to manage any such risk themselves where appropriate to their age and ability but also to help pupils develop the critical thinking skills needed to engage in informed debate.

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

Child Protection and Safeguarding

Please refer to our Child Protection and Safeguarding Policy for the full procedural framework on our safeguarding duties.

Staff at St David's School are alert to the fact that whilst extremism and radicalisation are broadly safeguarding issues, there may be some instances where a child or children may be at direct risk of harm or neglect. For example, this could be due to a child displaying risky behaviours in terms of the activities they are involved in or the groups they are associated with, or staff may be aware of information about a child's family that may equally place a child at risk of harm. (These examples are for illustration and are not definitive or exhaustive.)

Therefore all adults working at St David's School (including visiting staff, volunteers, contractors, and students on placement) are required to report instances where they believe a child may be at risk of harm or neglect to the Designated Safeguarding Lead who is the Head Teacher.

At St David's School our child protection reporting arrangements are set out fully in our Child Protection and Safeguarding Policy.

Whole school in-service training on Safeguarding and Child Protection is organised for staff and governors at least every three years and complies with the prevailing arrangements agreed by Croydon's Safeguarding Children Partnership and, in part, includes training on extremism and radicalisation and its safeguarding implications.

The Designated Safeguarding Lead and two Deputies attend training courses as and when necessary and the appropriate inter-agency training organised by the Croydon's Safeguarding Children Partnership at least every two years. This includes training on extremism and radicalisation and its safeguarding implications.

Safer Recruitment

The arrangements for recruiting all staff (permanent and volunteers) to our school ensure compliance with all relevant recommendations and guidance, including the recommendations of the Department for Education (DfE) in *Safeguarding Children and Safer Recruitment in Education* and the code of practice published by the Disclosure and Barring Service (DBS). These explain best practice in educational 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. (Please refer Safer Recruitment, Selection & Disclosures Policy.)

We apply safer recruitment best practice principles and sound employment practice in general and in doing so deny opportunities for inappropriate recruitment or advancement.

We are 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.

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 minimise the opportunities for extremist views to prevail.

The Role of the Governing Body

The Governing Body of the Royal Russell School Trust undertake appropriate training to ensure that they are clear about their role and the parameters of their responsibilities as Governors, including their statutory safeguarding duties.

The Governing Body of the Royal Russell School Trust support the ethos and values of our school and support the school in tackling extremism and radicalisation.

In line with the provisions set out in the current version of the DfE guidance 'Keeping Children Safe in Education' the Governing Body regularly challenge the school's Senior Leadership Team on the delivery of this policy and monitor its effectiveness.

Governors review this policy annually and may amend and adopt it outside of this timeframe in accordance with any new legislation or guidance or in response to any quality assurance recommendations pertaining to the delivery of this policy and the overall safeguarding arrangements made.

This policy is in compliance with the current version of 'Keeping Children Safe in Education' (DfE) and is to be read in conjunction with the following related policies:

- Anti-Bullying
- Child Protection & Safeguarding
- Code of Conduct for Staff
- Collective Worship and Assembly
- Complaints
- Equality
- E-Safety
- PSHE
- Positive Behaviour
- Religious Education
- Safer Recruitment, Selection & Disclosures
- Staff Induction
- Whistle blowing

Policy reviewed by	F Izzard	January 2023
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Next Review (every year)		April 2024