



St Leonard's CE (A) First School

Preventing Radicalisation Policy

Responsibility of: Safeguarding

Governor

Developed in consultation with:

Teaching staff
The Governing Board

Adopted by the Governing Board:

January 2022

Signed: Mr Matthew Welton

Date for review: January 2024

Date of last policy reviewed	Changes made
May 2017	Additions: Respect as a school core value and the new school logo.
May 2018	Dates changed.
May 2019	Dates changed. Added to the role of the Headteacher: • Staff training with regard to Prevent is current.
January 2022	Updated statutory documents added. Myconcern portal for reporting added. Dates changed.

St. Leonard's CE (A) First School



Background

Our preventing radicalisation policy is part of our commitment to keeping children safe. Since the Education and Inspections Act 2005 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 statutory duties were placed onto schools by the Counter Terrorism and Security Act 2015 which means we 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 just one of them. 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, to challenge and debate in an informed way.

St Leonard's recognises the Government concerns that the UK continues to face a threat from terrorism. One security concern is the potential for British

Citizens and residents to become radicalised and commit acts of violence or terrorism.

Ethos

St Leonard's is committed to providing a secure environment for pupils, where they feel safe and are kept safe. All adults at St Leonard's recognise that **safeguarding is everyone's responsibility**. At St. Leonard's CE (A) First School we ensure that through our school vision, values, rules, diverse curriculum and teaching that we promote tolerance and respect for all cultures, faiths and lifestyles. Respect is one of our four core Christian values. The governing board also ensures that this ethos is reflected and implemented effectively in school policy and practice and that there is effective risk assessment in place to safeguard and promote our pupils 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. Our school is a safe place where pupils can explore controversial issues safely and where our teachers encourage and facilitate this. 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. We do not tolerate bullying of any kind and will challenge derogatory language and behaviour towards others.

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 (2021)
- Prevent Duty Guidance (2021)
- Working together to Safeguard Children (2020)

Non-statutory guidance

- Promoting fundamental British Values as part of SMSC (Spiritual, Moral, Social and Cultural) in schools; Departmental advice for maintained schools, (DfE 2014)

Related Policies

- Safeguarding Policy
- Online Safety Policy
- Pupil Behaviour, Discipline and Rewards Policy
- Staff Code of Conduct

- Equality and diversity Policy
- Whistle-blowing Policy
- RE Policy
- PSHCE and RSE Policy
- Teaching and Learning Policy

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.

Extremism can take many forms including that linked to Far Right/ Neo Nazi/ White Supremacist, Al Qaeda/ Daesh ideologies, Irish Nationalist and Loyalist paramilitary groups, and that linked to Animal or Environmental Rights movements.

Violent extremism is defined as the demonstration of unacceptable behaviour by using any means or medium to express view which;

- Encourage, justify or glorify terrorist violence in furtherance of particular beliefs.
- Seek to provoke others to terrorist acts.
- Encourage other serious criminal activity or seek to provoke others to serious criminal acts.
- Foster hatred which might lead to inter-community violence in the UK.

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

Terrorism is an action that endangers or causes serious violence or disruption and is intended to influence the Government or to intimidate the public and is made with the intention of advancing a political, religious or ideological cause.

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

Role of the Governing Board

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

The governing body has a nominated person; **Mr Matthew Welton** our Safeguarding Governor who will liaise with the Head Teacher and other staff about issues to do with protecting children from radicalisation.

Role of the Headteacher

It is the role of the Headteacher to ensure that: -

- The school is a listening school and has a culture of sharing concerns and giving pupils a voice.
- The school and its staff respond to preventing radicalisation on a day to day basis.
- The school's curriculum addresses the issues involved in radicalisation.
- Staff conduct is consistent with preventing radicalisation.
- Staff training with regard to Prevent is current.

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.

Role of staff

Staff should adopt a pupil centred approach to teaching, building strong connections with the pupils they teach.

We ensure that all of our staff are equipped to recognise extremism and radicalisation, are skilled and confident enough to challenge it and are clear about how to refer their concerns.

Curriculum

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. We aim for our pupils to be enriched, to understand and accept difference and diversity and also to thrive, feel valued and not marginalised.

St. Leonard's CE (A) First School is a Christian value based learning community. Our values support the development of the whole child as a passionate learner within a happy, peaceful and welcoming atmosphere at the heart of the community in which all are valued as special and unique individuals. Teaching the schools core values alongside the fundamental British Values supports quality teaching and learning, whilst a positive contribution to the development of a fair, just and civil society.

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.

At St Leonards, our approach to pupils social, moral, spiritual and cultural development alongside our daily worship time builds the British Values our pupils need. Our approach to behaviour involves restorative conversation, we regularly have open discussion and debate in both the classroom and worship time. Our PSHCE/ RSE curriculum and our Beliefs and Values curriculum are planned to broaden pupil's experiences and horizons as are the educational visits we plan throughout the year.

Use of External Agencies and Speakers

At St Leonard's we encourage the use of external agencies or speakers to enrich the experiences of our pupils. However we will vet those external agencies, individuals or speakers who we engage with to provide such learning opportunities.

This is to ensure that these agencies are consistent with the school's values and ethos and to ensure that these experiences will be of benefit to pupils.

We will ensure that;

- Any messages communicated to pupils do not marginalise any communities, groups or individuals.
- 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 embedded in the curriculum and carefully evaluated by the school to ensure that they are effective.

Internet Safety

The internet provides children and young people with access to a wide-range of content, some of which is harmful. Extremists use the internet, including social media, to share their messages. The filtering systems in our schools blocks inappropriate content, including extremist content. Our filtering system identifies patterns, by capturing the use of inappropriate words and giving us information about the date, time and the name of the computer that the inappropriate search came from. These patterns are checked and analysed regularly by the Headteacher and computing Lead.

Staff Training

Staff have received 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 regular staff meetings.

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 part 3 of Keeping Children Safe in Education (2021). Vetting and barring checks are undertaken on relevant people, including governors and volunteers.

Visitors

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

Signs of vulnerability

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

- under achievement
- 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 identity
- victim or witness to race or hate crimes
- rejection by peers, family, social groups or faith

Recognising Extremism

Early indicators or 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
- evidence of possession illegal or extremist literate
- 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, programs and networks that young people can come across online so involvement with particular groups may not be apparent)
- secretive behaviour
- online searcher 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

Local Context

The key challenges for the Stoke on Trent which is bordering the Staffordshire Moorlands are:-

- Groups and individuals who hold extreme right wing views and the online radicalising influence of similar groups poses an ongoing and emerging threat
- Groups and individuals influenced by Al-Qaida/Daesh; the sophisticated online grooming of vulnerable individuals continues to be a challenge
- Ensuring grievance and community tensions are appropriately managed and so as not to allow key extremist influencers to use them as an opportunity to radicalise others.
- The need to engage with communities, networks and institutions to inform them of our approach to delivery of Prevent, engender community trust and empower long term responsibility for delivery of activities that increase community resilience, address risks and vulnerabilities.

- The city needs to be vigilant to other forms of extremism including that linked to Animal Rights and Environmental movements along with emerging threats to Community Cohesion.

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, Mrs Kelly Stanesby, using the usual methods for reporting other safeguarding concerns, [via the 'My Concern' online portal](#).

When there are significant concerns about a pupil the designated safeguarding lead in liaison with the Chair of Governors will make a referral to: **Staffordshire Safeguarding Board**.

Our school will closely follow any locally agreed procedure as set out by the Local Authority and the Local Safeguarding Children's Board's agreed processes and criteria for safeguarding individuals vulnerable to extremism and radicalisation.

Where a member of staff has a concern about a pupil at risk of radicalisation or extremism it should be referred by the DSL to the Staffordshire Prevent Police Team

prevent@staffordshire.pnn.police.uk

A referral can be made online at the following site:

www.staffordshire.police.uk/prevent

Any prejudice, discrimination or extremist views, including derogatory language, displayed by pupils or staff will always be challenged and where appropriate dealt with in line with our Behaviour and Discipline Policy for pupils and the Staff behaviour Policy (Code of Conduct) for staff.

If for any reason staff feel they cannot raise their concerns with the Designated Safeguarding Lead then they should make use of the school's whistleblowing policy.

Monitoring and Review

This policy will be monitored by the governing board at least annually by receiving a report from the designated safeguarding lead.

Reviewed: January 2022