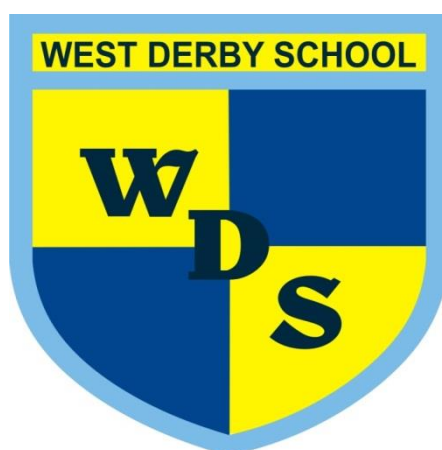


# WEST DERBY SCHOOL



## PREVENTING RADICALISATION POLICY

Approved on:	22 <sup>nd</sup> November 2017
Next review date:	Autumn Term 2018
Signed:	S Graham ( <i>Headteacher</i> )
Signed:	S Price ( <i>For and on behalf of Governing Body</i> )

### Background

This 'Preventing Radicalisation Policy' is part of our commitment to keeping children safe. 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 the school's work and protecting them from extremism is one aspect of that.

### **Ethos**

At West Derby School 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.

### **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 (2016)
- Prevent Duty Guidance (2015)
- Working Together to Safeguard Children (2015)

### **Non-statutory Guidance**

- Improving the spiritual, moral, social and cultural (SMSC) development of pupils: supplementary information (DfE 2014)

### **Related Policies**

- Network Acceptable Use (ICT) Policy
- Behaviour and Anti-Bullying Policy
- Safeguarding Policy
- Equal Opportunities Policy
- Personal, Social, Health and Citizenship Education (PSHCE) Policy
- Staff Code of Conduct
- Teaching and Learning Policy
- Whistle-blowing 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.

**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.

## Roles and Responsibilities

### 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.

### 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

### 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

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.

### 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.

Key subject areas that tackle prevent/ radicalism through encouraging diversity and cultural awareness include:

RE  
 English  
 History  
 Media Studies  
 Music  
 Drama  
 PE

Within KS3 PSHCE these themes are specifically tackled within their relevant modules as outlined below:

Year 7	Year 8
Literacy skills	Charities, Aid and Development
Numeracy skills	Radicalisation – How to approach it
Radicalisation – What is it?	Alcohol
Diversity	Human Rights
Bullying / Be Safe	Personal Health
Smoking	Enterprise
British Values and Democracy	

In KS3 Religious Studies, the six major world religions are studied: Christianity, Islam, Buddhism, Sikhism, Hinduism and Judaism. The study of religion allows pupils to understand and appreciate the cultural differences within the U.K. with understanding and acceptance of a key value of all teaching within the subject.

Similarly within KS4 Religion and Ethics these themes are tackled within their relevant modules as outlined below:

	Year 9	Year 10	Year 11
Autumn Term	Belief in God	Rights and Responsibilities	Crime and Punishment
Spring Term	Marriage and the Family	Matters of Life and Death	Environmental and Medical Issues
Summer Term	Equality	War and Peace	

These values support the development of the whole child as a reflective learner within a calm, caring, happy and purposeful atmosphere. Teaching the school's 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.

### **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 used in our school blocks inappropriate content, including extremist content.

We also filter out social media, such as Facebook. Searches and web addresses are monitored and the ICT technicians will alert senior staff where there are concerns and prevent further access when new sites that are unblocked are found.

Where staff, students or visitors find unblocked extremist content they must report it to a senior member of staff.

We are aware that children and young people have access to unfiltered internet when using their mobile phones and staff are alert to the need for vigilance when pupils are using their phones.

Pupils and staff know how to report internet content that is inappropriate or of concern.

### **Staff Training**

Staff are 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.

### **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 (2016)*. Vetting and barring checks are undertaken on relevant people.

### **Visitors**

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

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 without a member of staff being present.

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

### **'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 engage in community use of the school building and its site.

### **Children who may be at risk of extremism and radicalisation:**

There is no single profile of a young person, however the following may lead to a child becoming involved in extremism and radicalisation:

- The child may experience social isolation.
- They may be searching for answers to questions about identity, faith and belonging.
- They may be distanced from their cultural/religious heritage and experiences.
- They may experience local community tensions.
- They may be vulnerable because of their own low self-esteem.
- They may have experienced bereavement or loss.
- They may feel aggrieved by experiences of racism, discrimination or government policy.
- They may have special educational needs.
- They may have perceptions of injustice.
- They may have little understanding of the consequences of their actions or little awareness of the motivations of others.
- They may experience a feeling of failure.
- They may be driven by a need for identity, social network and support.
- They may be driven by a desire for adventure, excitement or a change in their status.

### **Possible indicators that a child may be becoming radicalised:**

- Use of inappropriate language.
- Possess extremist literature or accessing extremist websites and social networking sites.
- Significant changes in appearance and/or behaviour.
- Identifying with a group or ideology.

- Advocating violence to resolve political and social situations.
- Greater degree of personal social isolation, alongside greater association with known extremists.
- Adopts a 'them and us' approach.
- Making contact with known extremist recruiters.
- Seeking to recruit others to their extremist ideology.
- Drawing pictures or symbols, including in their exercise books.
- Unwilling to engage in class activities.
- Displaying racist and homophobic language.
- Changes in dress, tattoos, badges on clothing or in vocabulary.
- Prone to outbursts.
- Asking unusual/concerning questions.
- Other changes in behaviour associated with neglect and a change in someone's emotional wellbeing.

### **Referral Process**

Staff and visitors to the school must refer all concerns about children and young people who show signs of vulnerability or radicalisation 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.