



Preventing Radicalisation

Policy

for

Oaklands Infant School
Butler Road, Crowthorne, RG45 6QZ

Ratified by: **Governing Body**

Last reviewed: **July 2015**

Next review date: **July 2016**



Introduction

This 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 that have led to acts of violence.

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 we must work to prevent children being drawn into extremism.

Safeguarding children from all risks of harm is an important part of our work and protecting pupils from extremism is one aspect. Radicalisation refers to the process by which a pupil may be encouraged to support terrorism or extremist ideologies associated with terrorist groups.

Statutory Duties

The duty to prevent pupils 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)

Non-statutory Guidance

- Promoting fundamental British values as part of SMSC in schools: Departmental advice for maintained schools (DfE 2014).

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.



Ethos

At Oaklands Infant School, we aim to promote tolerance and respect for all cultures, faiths and lifestyles. We will ensure that this ethos is reflected and implemented effectively through policy and practice. Our effective Safeguarding Policy safeguards and promotes pupils' wellbeing. We have a duty to prepare our pupils for life in modern Britain and to keep them safe. Everyone at Oaklands Infant School has the right to learn and work in safety. We do not tolerate bullying of any kind and will challenge derogatory language, as well as poor behaviour towards others.

Curriculum

At Oaklands Infant School, we offer a broad and balanced curriculum that aims to prepare our pupils for modern Britain and life beyond Oaklands. We encourage our pupils to be life-long learners who are open to new experiences and are tolerant of others.

Our curriculum supports the development of the whole child as a reflective learner within a safe respectful learning environment. Our approach to teaching is topic-based and encompasses fundamental British Values which includes democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs.

Internet Safety

The Internet provides pupils 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. To safeguard pupils in being able to use the Internet safely in school, RM our Internet Service Provider (ISP) and the South East Grid for Learning (SEGfL) provide a filtering service that blocks inappropriate content, including extremist content.

If staff find unblocked extremist content they must report it promptly to a senior member of staff. Staff are aware that pupils and young people may have access to unfiltered Internet at home or when using mobile phones.

Staff regularly review our "All in One" E-safety Policy and know how to report Internet content that is inappropriate or of concern. Pupils are also prepared by following the Be Safe on Line safety code to turn off the screen and alert a member of staff. Staff then report this to a senior member of staff.

Safer Recruitment

We ensure that the staff we appoint to the schools are suitable, our recruitment procedures are rigorous and we follow the statutory guidance published in part 3 of Keeping Children Safe in Education 2015. Vetting and barring checks are undertaken on relevant people, including the Governors and volunteers.



Roles and Responsibilities

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 Headteacher will liaise with the other staff about any issues to do with protecting children from radicalisation.

Headteacher

It is the role of the Headteacher to ensure:

- staff conduct is consistent with preventing radicalisation with staff responding promptly to any concerns, notifying the Deputy Headteacher or a member of the Senior Leadership Team when concerns are raised
- ensure that the school and its staff respond to preventing radicalisation on a day to day basis ensuring that the school's curriculum addresses the issues involved in radicalisation
- the school's curriculum addresses any concerns about radicalisation
- safer recruitment follows rigorous recruitment procedures, ensuring adherence to the statutory guidance published in part 3 of *Keeping Children Safe in Education (2015)* with appointments always subject to satisfactory references and a DBS check
- staff ensure that pupils are not left alone or allowed to work with a volunteer, student, visitor, parent or governor, without a current DBS check which also forms part of our Safeguarding Policy
- staff do not invite visitors/speakers into school without first obtaining permission from the Headteacher giving purpose of visit, ensuring that visitors/speakers are supervised at all times and not allowed to speak to pupils, without a member of staff being present (any leaflet distribution must also be subject to the Headteacher's permission)
- visitors to the school always sign in at reception and wear a visitor's badge

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 pupils 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



Staff

It is the role of staff to understand the issues of radicalisation, recognising the signs of vulnerability or extremism and know how to refer their concerns (see Appendix 1).

Staff will be given training to help them understand the issues of radicalisation, so that they are able to recognise the signs of vulnerability or radicalisation and know how to refer their concerns. Training will be reviewed annually with new staff being trained.

Referral Process

Staff **must** refer all concerns about pupils 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 significant concerns about a pupil are raised, the Designated Safeguarding Lead in liaison with the Headteacher will make a referral to the appropriate body.

Monitoring and Evaluation

This policy will be monitored annually by the Headteacher and the Senior Leadership Team or sooner if the need arises through any concerns reported or any government changes to legislation.

Policy Review

This policy will be reviewed every three years in the Autumn term by the Headteacher and the Governing Body, having regard to any changes in the law.

Related Policies

- E-Safety Policy
- Behaviour Policy
- SEND Policy
- Equality Opportunities Policy
- Code of Practice
- Whistle-blowing Policy
- Safeguarding



Appendix I

Identifying Risk of Radicalisation and Procedure

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
- poverty
- change in behaviour/social exclusion
- confused identify/religious conversion/conflict with family over lifestyle
- rejection by peers, family, social groups or faith
- victim or witness to race or hate crimes/traumatic events
- global or national events
- being in possession of extremist literature or being associated with possible extremist influences
- extremist influences
- isolation from peers
- becoming withdrawn in class
- disengagement from work
- aggressive behaviour towards peers
- rebelling against school rules
- attendance – change in pattern

Recognising Extremism

- secretive behaviour
- intolerance of difference, including faith, culture, gender, race or sexuality
- graffiti, art work or writing that displays extremist themes
- online searches or sharing extremist messages or social profiles
- 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)
- making remarks or comments about being at extremist events or rallies outside of school
- showing sympathy for extremist causes/evidence of possessing illegal or extremist literature



- advocating messages similar to illegal organisations or other extremist groups/attempting to impose extremist views or practices on others
- advocating violence towards others, especially to other faiths or cultures
- verbalising anti-British views
- showing sympathy for extremist causes
- glorifying violence, especially to other faiths or cultures
- evidence of possessing illegal or extremist literature

Also consider families at risk:

- Not buying into school's ethos
- Questioning policies
- Keeping apart from other parents