

Anti Radicalisation (PREVENT)

This policy forms part of our commitment to keeping children safe.

Safeguarding is everyone's responsibility irrespective of the role they undertake or whether or not their role has direct contact or responsibility for children.

We use the following 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'.

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. The full Government Prevent Strategy can be viewed at https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/97976/prevent-strategyreview.pdf

This policy draws on both statutory and non-statutory guidance:

Statutory Duties

- Counter Terrorism and Security Act (2015)
- Keeping Children Safe in Education (2019)
- Prevent Duty Guidance (2015)
- Working together to Safeguard Children (2015)

Non-statutory Guidance

- The Prevent Duty: Departmental advice for schools and childcare providers (DfE 2015)
- Promoting fundamental British values as part of SMSC in schools: Departmental advice for maintained school (DfE 2014)
- Improving the spiritual, moral, social and cultural (SMSC) development of pupils: supplementary information (DfE 2014)

We believe...

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Acting Headteacher: Miss R Clark

Other related policies within school

- Acceptable Use Policy (ICT) policy
- Behaviour Policy
- Child Protection Policy
- Safeguarding Policy
- Equality Policy
- Personal, Social and Health Education (PSHE) Policy
- Staff code of conduct/ staff behaviour Policy
- Teaching and Learning Policy
- Visitors Policy
- Whistle-blowing Policy We recognise that extremism and exposure to extremist materials and influences can lead to poor outcomes for students 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 children.

Roles and Responsibilities

The Role of the **Management Committee** is to ensure that that our school meets its statutory duties with regard to preventing radicalisation.

The Role of the headteacher

It is the headteachers role to:

- Ensure that our staff respond to preventing radicalisation on a day-to-day basis
- Ensure that our curriculum addresses the issues involved in radicalisation
- Ensure that staff conduct is consistent with preventing radicalisation
- Report to the governing body on these matters.

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The Role of Designated Safeguarding Lead

It is the role of the safeguarding lead to:

- Ensure that staff understand the issues of radicalisation, are able to recognise the signs of vulnerability of 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 police
- Offer support and advice to staff.

The Role of staff

It is the role of staff to understand the issues of radicalisation, to be able to recognise signs of vulnerability or radicalisation and know to refer concerns to the designated lead promptly.

The Curriculum

We ensure that all of our teaching approaches help our children to build resilience to extremism and give them a positive sense of identity through the development of critical thinking skills.

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

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 may make it harder for them to challenge or question these radical influences.

At the Gillford Centre this is achieved primarily through our work in PSHE+C and our whole-school focus upon safety and well-being and social cohesion (IProtect). We are flexible and adapt our teaching approaches, as appropriate, so as to address specific issues as to become even more relevant to the current issues of extremism and radicalisation. Our goal is to nurture mutual respect and understanding and to promote the use of dialogue not violence as a form of conflict resolution.

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We achieve this by using a curriculum that includes:

- Citizenship programmes
- Open discussion and debate
- Work on anti-violence and restorative approaches addressed through the curriculum and the behaviour policy.

We promote the values of democracy, the rule of law, individual liberty, mutual respect and tolerance for those with different faiths and beliefs. We teach and expect our children to respect one another and to respect and tolerate difference, especially those of a different faith, belief or culture. It is our most fundamental responsibility to keep our children safe and prepare them for life in a modern multi-cultural country and world.

Internet and Social Media

We ensure that our children are safe from terrorist and extremist material when accessing the internet in school by having secure filters which will block inappropriate content.

Children and staff are aware of the procedures in school for reporting any concerns relating to inappropriate content found on the internet.

All children and staff are required to sign and abide by our Acceptable Use Policy (AUP) annually to confirm that they understand what is acceptable.

Staff Training

Statutory guidance refers to the importance of Prevent awareness training to equip staff to identify children at risk of being drawn into terrorism and to challenge extremist ideas.

Rachel Clark, Acting Head teacher is the DSL and has attended a range of workshops and training. All the information is filtered down to staff.

Staff are aware of the signs of vulnerability and indicators of radicalisation and extremism.

External Agencies

We encourage the use of external agencies or speakers to enrich the experiences of our pupils. We ensure that any visitor coming into the school has been 'checked' appropriately in accordance with Keeping Children Safe in Education 2019. 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, our school's values and ethos.

Recognising the indicators of vulnerability to radicalisation

There is no such thing as a "typical extremist": those who become involved in extremist actions come from a range of backgrounds and experiences, and most individuals, even those who hold radical views, do not become involved in violent extremist activity. Pupils may become susceptible to radicalisation through a range of social, personal and environmental factors – it is known that violent extremists exploit vulnerabilities in individuals to drive a wedge between them and their families and communities. It is vital that school staff are able to recognise those vulnerabilities.

Indicators of vulnerability include:

- Identity crisis – the child becomes distanced from their cultural/religious heritage and experiences discomfort about their place in society.
- Personal crisis – the student/pupil may be experiencing family tensions; a sense of isolation and low self-esteem. They may have dissociated from their existing family friendship group and become involved with a new and different group of friends. They may be searching for answers to questions about identity, faith and belonging.
- Personal circumstances – migration, local community tensions and events affecting the child's country or region of origin may contribute to a sense of grievance that is triggered by personal experience of racism or discrimination or aspects of Government policy.
- Unmet aspirations – the child may have perceptions of injustice, a feeling of failure and/or rejection of civic life.
- Experiences of criminality – which may include involvement with criminal groups and poor resettlement/reintegration
- Special educational needs – students/pupils may experience difficulties with social interaction, empathy with others, understanding the consequences of their actions and awareness of the motivations of others

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More critical risk factors could include:

- Being in contact with extremist recruiters
- Accessing violent extremist websites, especially those with a social networking element
- Possessing or accessing violent extremist literature
- Using extremist narratives and a global ideology to explain personal disadvantage
- Justifying the use of violence to solve societal issues
- Joining or seeking to join extremist organisations
- Significant changes to appearance and/or behaviour
- Experiencing a high level of social isolation resulting in issues of identity crisis and/or personal crisis.

Monitoring and Review

This policy is reviewed annually by the Headteacher and is revised as and when new guidance or policy is released.

Parents/carers will be issued with a hard copy of this policy on request.

This policy will also be made available to parents/carers via our school website.

Our Acting Head teacher (Rachel Clark) actively evaluates the effectiveness of this policy by monitoring the staff's understanding and application of the procedures within this policy as an element of their overall duty to safeguard children.