



## Highfields Independent School and Day Nursery

### Preventing Radicalisation Policy

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Committee Responsible:	P&P		
Approved by:	Full Govs	Next Review:	30.06.18

## **Introduction**

This 'Preventing Radicalisation Policy' is part of our commitment to keeping children safe. Schools have an important part to play in both educating children and young people about extremism and recognising when pupils start to become radicalised. Safeguarding children from all risks of harm is an important part of a school's work and protecting them from extremism is one aspect of that.

Since the 'Education and Inspections Act 2006,' schools have had 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. In March 2015, new statutory duties were placed upon schools, by the Counter Terrorism and Security Act (2015), which means that they must work to prevent children being drawn into extremism.

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 (2015)
- Prevent Duty Guidance (2015)
- Working Together to Safeguard Children (2015).

## **Ethos**

At Highfields 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 pupils' welfare.

Pupils who attend our school have the right to learn in safety. We do not tolerate bullying of any kind. We actively promote and celebrate differences and diversity, and we will challenge any derogatory language and behaviour towards others. We rely on our strong values to steer our work and ensure that the pastoral care of our children protects them from exposure to negative influences.

Highfields School is fully committed to safeguarding and promoting the welfare of all its children. As a school, we recognise that safeguarding against radicalisation is no different from safeguarding against any other vulnerability. We also recognise that we have a duty to prepare our children for life in modern Britain and to keep them safe.

## **Related Policies**

- E-safety Policy
- Behaviour Policy
- Child Protection and Safeguarding Policy
- Equality Policy
- Lettings Policy
- Personal, Social, Health and Economic Education (PSHEE) Policy
- Spiritual, Moral, Social, Cultural (SMSC) Policy, including FBV
- Staff Code of Conduct
- Teaching and Learning Policy
- Visitors Policy
- Whistle-blowing Policy
- RE Policy
- Computing Policy
- SRE Policy.

## **Definitions**

**Extremism** is defined in the 2011 Prevent strategy as '*vocal or active opposition to fundamental British values.*' It is also the holding of extreme political or religious views. 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. It is defined as 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.

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

## **PREVENTING RADICALISATION AND EXTREMISM**

### **British Values and the Prevention of Radicalisation**

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. We will actively challenge children, staff or parents expressing opinions contrary to fundamental British Values, including those expressing 'extremist' views.

At Highfields School, these values are reinforced regularly and examples are included below:

### **Democracy**

At Highfields School, democracy is taken very seriously. Children are actively encouraged to have a voice and share their views and opinions on a very regular basis.

Our active and high profile School Council is one such example. The School Council representatives (2 per class from Form 1 to Form 6) meet every month. They then take the ideas and suggestions of ways in which our school could be improved further from the meeting back to their classes for feedback; once the Form 6 representatives have obtained feedback on each item from the Headmaster. We also have a 'Suggestions Box,' which is frequently used. One of our Governors receives copies of the minutes from each meeting too.

Every September, we have an election week when the candidates for class representatives on the School Council pitch their election manifesto to the rest of their class. A secret ballot ensues and the results are announced in assembly. The children have a great respect for this process and its outcomes. The whole school are also involved in voting for Form 6 House Captains, and Head Boy and Head Girl, in a similar manner then, too.

Every child also follows our 'Golden Rules,' which set the ground rules for conduct and establish the standards of behaviour children can expect from each other. SLT, Subject Leaders and Governors also talk regularly to children to establish their views, as a further way of ensuring that school self-evaluation is robust and accurate, and therefore effective in moving the school forward.

Children are also involved in how their class is run e.g. choosing class rewards, the purchasing of resources from their class budget, films for wet play, organisation of classroom/timetable etc.

## **The Rule of Law**

The importance of laws, whether they be those that govern the class, the school, or the country, are consistently reinforced throughout the school day; as well as when dealing with behaviour and through school assemblies. Our 'Golden Rules' and 'Good to be Green' sanctions are displayed in all classrooms; they are referred to regularly and consistently upheld. Policies, such as the behaviour policy and marking policy, are explained (age appropriately) to pupils and consistently implemented by all staff.

Our children are taught the difference between right and wrong from the outset. They are taught the value and reasons behind laws - that they govern and protect us, the responsibilities that this involves and the consequences when laws are broken. Visits from authorities, such as the Police and Fire Service, help to reinforce this message further.

## **Individual Liberty**

Within school, children are actively encouraged to make decisions and choices, knowing that they are in a safe and supportive environment. As a school, we educate and provide boundaries for young children to take risks and make choices safely. Children are supported in making 'good choices' from a very young age, so that they understand the impact and consequences of their actions on others. As children move through school, they are afforded incrementally increasing liberties.

Children are encouraged to know, understand and exercise their rights and personal freedoms, and advised how to exercise these safely, for example through our E-Safety and PSHEE lessons. Whether it be through choice of learning challenge, how they record their learning, homework tasks, what they eat for lunch, or participation in one of our many and varied extra-curricular clubs, children are given the freedom to make choices and decisions.

## **Mutual Respect**

As a school, mutual respect is at the heart of our values. Children learn that their behaviours have an effect on their own rights and those of others. All members of the school community model and foster positive relationships with one another, and treat each other with respect at all times. A big emphasis is placed on pro-social behaviours such as manners, queuing, sharing and turn taking.

We actively promote community cohesion, including through our House system, which comprises regular House meetings, House songs, House competitions, and annual House trips.

We all gather together as a school every week to celebrate children's achievements in Merit Assembly: Merit Cups/Bears, Headmaster's Awards, team point certificates and badges, colours badges, times tables certificates and pen licenses are just some of the ways children's contributions and successes are recognised. Children are also encouraged to bring in certificates/badges/medals etc. awarded from their outside of school achievements.

## **Tolerance of Those of Different Faiths and Beliefs**

Highfields School is not particularly culturally diverse; therefore, we place a great emphasis on promoting diversity with the children. Assemblies are planned to address this issue, either directly, or through the inclusion of stories and celebrations from a variety of faiths and cultures. Our RE and PSHEE teaching reinforces this as well. We also have links with schools in India, Cape Verde and London.

Each year, the children explore other world faiths, alongside their learning about Christianity. By the time they leave us, all children will have learned something about the beliefs and practices of people following other major world faiths. Members of different faiths, or religions, are encouraged to share their knowledge, to enhance learning within classes and the school. Participation in religious festivals also helps to promote respect and tolerance of different faiths.

## **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 regarding preventing radicalisation.

The Governing Body of Highfields School has a zero tolerance approach to extremist behaviour for all school community members. They have a nominated person who will liaise with the Headmaster and other members of staff about issues to do with protecting children from radicalisation.

### **Role of the Headmaster**

It is the role of the Headmaster 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 to 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, recognise the signs of vulnerability or radicalisation and know how to refer their concerns.

Although serious incidents involving radicalisation have not occurred at Highfields School to date, it is important for us 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 disbelief that instances of radicalisation 'could not happen here' and to refer any concerns through the Designated Safeguarding Lead.

## **Curriculum**

We are committed to ensuring that our pupils are offered a broad and balanced curriculum that prepares them for life in modern Britain. Pupils' wellbeing, confidence and resilience are promoted through our planned curriculum and extra-curricular learning opportunities. We encourage our pupils to be inquisitive learners, who are open to new experiences and who are tolerant of others.

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.

Our curriculum prepares children for life in British society, through examples such as developing understanding and use of British money and our enterprise work. Topics comprise British history and geographical study of the United Kingdom. Each year, Armistice Day is remembered and the children are encouraged to reflect upon this.

P.E. lessons promote the concept of 'fair play,' following and developing rules, celebrating and rewarding success, accepting defeat graciously, and participating in activities that promote co-operation and inclusion.

Our curriculum promotes respect, tolerance and diversity. Children are encouraged to express themselves through discussions, debates and consultations. The RE, PSHEE, Citizenship and SMSC provision is embedded across the curriculum and underpins the ethos of our school. Children learn about major faiths and visit places of worship, wherever possible. They are also taught about personal safety, including how to stay safe when using the internet.

### **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 (ARK) will alert senior staff, where there are concerns and prevent further access when new sites that are unblocked are found.

Where staff find unblocked extremist content they must report it to a senior member of staff immediately.

Children are not permitted to bring mobile phones into school at any time and under any circumstances.

The Acceptable Use of ICT Policy refers to preventing radicalisation and related extremist content.

Pupils are taught how to keep themselves safe, when using the internet. They know how to report internet content that is inappropriate or of concern.

### **Staff Training**

Staff will be given training to help them to understand the issues of radicalisation, 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 our school 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 Governors and volunteers.

## **Visitors**

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

Visitors who are invited to speak to pupils will be informed about our preventing extremism policy and relevant vetting checks will be undertaken. 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 Headmaster.

## **'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 accept bookings from individuals or organisations that are extremist in their views.

## **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
- 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 identify
- victim or witness to race or hate crimes
- rejection by peers, family, social groups, or faith.

## **Recognising Extremism**

Early indicators of 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 outside school
- evidence of possessing illegal or extremist literature
- 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, programmes, and networks that young people can come across online so involvement with particular groups may not be apparent.)
- secretive behaviour
- online searches 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.

### **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 Headmaster, will make a referral to the appropriate body.

### **Monitoring and Review**

This policy will be monitored by the governing body at least annually, by receiving a report from the Designated Safeguarding Lead.

This is not a statutory policy and will be reviewed at an appropriate time not later than two years after ratification by the governing body.

Signed (Headmaster)