



## PREVENTING RADICALISATION

This statement is part of our commitment to keeping our pupils safe. 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.

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 a school's work and protecting them from extremism is one aspect of that.

### **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**

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

### **RELATED POLICIES**

- Child Protection Policy
- E-Safety and Internet use Policy
- Equality Opportunities 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.

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



## AIMS AND OBJECTIVES

The main aims of this statement are to ensure that staff are fully engaged in being vigilant about radicalisation; that they overcome professional disbelief that such issues will not happen here and ensure that we work alongside other professional bodies and agencies to ensure that our pupils are safe from harm.

The principle objectives are that:

- Pupils are encouraged to adopt and live out the key "British Values" of tolerance, respect, understanding, compassion and harmonious living.
- Pupils are helped to understand the importance of democracy and freedom of speech, through PSHE, assemblies and through the election of House Captains and School Council members.
- Pupils are taught how to keep themselves safe in and out of school and when using the internet.
- Pupils participate in local community events so that they appreciate and value their neighbours and friends who may not share their faith background.
- Pupil's wellbeing, confidence and resilience are promoted through the curriculum and out of hours learning opportunities.
- Pupils are supported in making good choices from a young age, so they understand the impact and consequences of their actions on others.
- Governors, teachers, teaching assistants and non-teaching staff demonstrate an understanding of what radicalisation and extremism are and why we need to be vigilant in school.

## 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.

### 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, that they are able to recognise the signs of vulnerability or radicalisation and know how to refer their concerns
- receive safeguarding concerns about pupils 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

## **Role of staff**

It is the role of staff to understand the issues of radicalisation, that they 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 prepares them for life in modern Britain. We encourage our pupils to be inquisitive learners. Our values support the development of the whole child as a reflective learner within a safe, respectful learning environment.

Our curriculum promotes respect, tolerance and diversity. Children are encouraged to express themselves through discussions and debates. The R.E. PSHE (Personal, Social and Health Education), Citizenship and SMSC (Spiritual, Moral, Social and Cultural) provision is embedded across the curriculum, and underpins the ethos of the school.

Children learn about other faiths and visit places of worship and are taught about 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 at Harmondsworth blocks inappropriate content, including extremist content.

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



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## **STAFF TRAINING**

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. This information also forms part of annual safeguarding training.

## **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, including the Governing Body 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.

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 pupils without a member of staff being present.

## **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
- social exclusion
- traumatic events
- global or national events
- religious conversion
- 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 of radicalisation or extremism may include:

- showing sympathy for extremist causes
- glorifying violence, especially to other faiths or cultures



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- making remarks or comments about being at extremist events or rallies outside school
  - possession of illegal or extremist literature
  - advocating messages similar to illegal organisations or other extremist groups
  - out of character changes in dress, behaviour and peer relationships
  - 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**

Although incidents involving radicalisation have not occurred at Harmondsworth to date, it is important for us to be constantly vigilant and remain fully informed about the issues which affect the area 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 about pupils who show signs of vulnerability or radicalisation to the Designated Safeguarding Lead using the usual methods for reporting safeguarding concerns.

If there are significant concerns about a pupil, the Designated Safeguarding Lead, in liaison with the Headteacher, will make a referral to the appropriate body.

## **MONITORING AND REVIEW**

This statement will be monitored and reviewed annually.

Eleesa Dowding  
September 2016