



Preventing Radicalisation Policy

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Next review: April 2024

June 2022	Minor updates	James Bancroft, Principal
April 2019	Policy updated using Cheshire East guidance and Lincewood Primary School model	James Bancroft, Principal
January 2017	Policy written	Joanna Wright, Assistant Head

This policy was reviewed at the Local Advisory Board in the Term 6 meeting in 2021/22.



Preventing Radicalisation Policy

Introduction and Context

This 'Preventing Radicalisation Policy' is part of our commitment to keeping children safe. Schools have a duty to promote community cohesion due to the Education and Inspections Act 2006. 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, 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.

This policy is in line with our 'No Outsiders' principles which encourage the children to experience diversity, protected characteristics and to learn to understand other cultures.

Safeguarding children from all risk of harm is an important part of a school's work and protecting them from extremism is one aspect of that. Wistaston Church Lane Academy is fully committed to safeguarding and promoting the welfare of all its pupils and staff; providing a secure environment where they feel safe and are kept safe. All adults in our school recognise that safeguarding is everyone's responsibility irrespective of the role they undertake. The approach we take towards protecting our children against radicalisation and extremism is no different to safeguarding against any other vulnerability in today's society.

Ethos

At Wistaston Church Lane Academy we ensure that through our school vision, values, rules, curriculum and teaching we promote tolerance and respect for all cultures, faiths and lifestyles. We have a duty to prepare our children for life in modern Britain and to keep them safe.

We ensure that all staff, volunteers and governors have an understanding of what radicalisation and extremism is and why we need to be vigilant in school. Through training, staff, volunteers and governors will know what the school policy is on tackling extremism and how to respond when concerns arise. Through our curriculum we will promote the spiritual, moral, social and cultural development of pupils. We share our policies through our school website and review policy and practice regularly.

Definitions

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 (2022 and all subsequent updates)
- Prevent Duty Guidance (2015)
- Working Together To Safeguarding Children (2015)
- Promoting fundamental British values as part of SMSC in schools (DfE 2014)

We use the accepted Government 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.'

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.



Our Approach

There is no place for extremist views of any kind in our school, whether from internal sources – pupils, staff or governors – or external sources – community, visitors, external agencies or individuals. Our pupils see our school as a safe place where they can explore controversial issues safely and where our teachers encourage and facilitate this; we have a duty to ensure this happens.

Any prejudice, discrimination or extremist views, including derogatory language displayed by pupils or staff will always be challenged and where appropriate dealt with in line with our Relationships and Behaviour Policy for pupils and the Code of Conduct for staff.

Roles and Responsibilities

Local Advisory Board

It is the role of the Local Advisory Board to ensure that the school meets its statutory duties with regard to preventing radicalisation. The Safeguarding LAB Member will liaise with the Principal and other staff about issues to do with protecting children from radicalisation. They should update their training every three years. Members should complete the online training at www.elearning.prevent.homeoffice.gov.uk.

Designated Safeguarding Lead (Principal)

It is the role of the DSL 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
- 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, e.g. through training
- 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 Local Advisory Board on these matters

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. Members of staff should complete Prevent Duty training at www.elearning.prevent.homeoffice.gov.uk to ensure they are able to carry out their duty to safeguard all of the children at our school. **This training should be re-completed every three years to refresh colleagues' understanding.**

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.



At Wistaston Church Lane Academy we follow the programmes of study for PSHE (Personal, Social and Health Education) set out by the PSHE Association. This encourages children to develop their skills of negotiating, dealing with issues in life, supporting others in need and developing tolerance for differences between individuals.

In addition, these values are reinforced regularly and in the following ways:

Democracy: Pupils have their voices heard through our Pupil questionnaires and the School Council, who are chosen solely based on pupil votes. The School Council decide upon charities that they wish to support.

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 regular school days, as well as when dealing with behaviour and through school assemblies. Pupils 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 are regular parts of our calendar and help reinforce this message. The school's behaviour policy gives pupils the opportunity to reflect on appropriate behaviours and to change negative behaviours. Children are taught to manage their own behaviour and understand that there are consequences for unacceptable behaviour.

Individual Liberty: Within school, pupils are actively encouraged to make choices, knowing that they are in a safe and supportive environment. As a school we educate and provide boundaries for young pupils to make choices safely, through the provision of a safe environment. Pupils are encouraged to know, understand and exercise their rights and personal freedoms through Digital Safety and PSHE lessons. Whether it is through choice of challenge, of school dinner, or break time activity, of participation in extra-curricular clubs and opportunities, pupils are given the freedom to make choices.

Mutual Respect: Pupils learn about respect through behaviour management, discussions and assemblies related to what this means and how it is shown. The promotion of respect is reiterated through our classroom discussions, learning rules, PSHE and RE lessons. The school encourages pupils to raise monies to support local, national and international charities.

Tolerance of those of Different Faiths and Beliefs: This is achieved through enhancing pupils' understanding of their place in a culturally diverse society and by giving them opportunities to experience such diversity, The school delivers the Cheshire East Locally Agreed Syllabus using the Discovery RE scheme which looks at and celebrates different religions, faiths and places. In addition, assemblies and discussions involving prejudices and prejudice-based bullying are supported by learning in RE and in PSHE. Where appropriate, members of different faiths or religions are encouraged to share their knowledge to enhance learning. School staff are fully aware of the importance of being a role model for all pupils; demonstrating politeness, courtesy and respect for each other, visitors and children at all times.

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 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.

Digital Safety

Technology 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 block inappropriate content, including extremist content. The filtering software used in the school meets the government's [expectations](#).

Our children are taught about Digital Safety regularly through ICT and PSHE lessons.

Parents are taught about Digital Safety through workshops held at the school, through our website and through newsletters.



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

We are aware that children have access to unfiltered internet when using a mobile phone and staff are alert to the need for vigilance when pupils are using their phones. Pupils in Y5 and Y6 are only allowed to bring in a phone with a parent/carer's permission and these are locked away by a member of staff during the school day.

The Acceptable Use of ICT Policy refers to preventing radicalisation and related extremist content. Staff members are asked to sign the Acceptable Use Policy annually to confirm they have understood what is acceptable. **This is discussed with the children in school in Computing lessons.**

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

Staff Training

Staff will be given training to help them understand the issues of radicalisation, are able to recognise the signs of vulnerability of radicalisation and know how to refer their concerns. This information also forms part of induction safeguarding training. Staff are updated as necessary in weekly briefings. Every three years colleagues must complete the online training at www.elearning.prevent.homeoffice.gov.uk. Records of training are maintained.

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. Vetting and barring checks are undertaken on relevant people, including governors and volunteers.

Visitors

Visitors who are invited to speak to pupils will be informed about our preventing extremism policy and relevant vetting checks are undertaken. We undertake due diligence to ensure that visiting speakers are appropriate. Speakers will be supervised at all times **and there will always be a member of staff with the speaker and the children.**

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

'No platform for extremism'

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/Indicators of Concern

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.

Factors which may make pupils more vulnerable may include:

- **Identity Crisis:** the pupil is distanced from their cultural/religious heritage and experiences discomfort about their place in society.



- **Personal Crisis:** the pupil may be experiencing family tensions; a sense of isolation; low self-esteem; they may have dissociated from their existing 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 pupil, country or region of origin may contribute to a sense of grievance that is triggered by personal experience of racism or discrimination.
- **Unmet Aspirations:** the pupil may have perceptions of injustice; a feeling of failure.
- **Experiences of Criminality:** involvement with criminal groups, imprisonment, poor resettlement or reintegration.
- **Special Educational Need:** pupils may experience difficulties with social interaction, empathy with others, understanding the consequences of their actions and awareness of the motivations of others.

Pupils who are vulnerable to radicalisation may also be experiencing:

- Substance and alcohol misuse
- Peer pressure
- Influence from older people or via the Internet
- Bullying
- Domestic violence
- Race/hate crime

Behaviours which may indicate a child is at risk of being radicalised or exposed to extremist views could include:

- Being in contact with extremist recruiters and/or spending increasing time in the company of other suspected extremists
- Loss of interest in other friends and activities not associated with the extremist ideology, group or cause; attempts to recruit others to the group/cause
- Accessing extremist material online, including through social networking sites; possessing or accessing materials or symbols associated with an extremist cause
- Voicing opinions drawn from extremist ideologies and narratives, this may include justifying the use of violence to solve societal issues
- Changing their style of dress or personal appearance to accord with the group
- Using insulting to derogatory names for another group

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 a member of the Safeguarding Team using the usual methods for reporting other safeguarding concerns.

When there are significant concerns about a pupil, the DSL will make a referral to the appropriate body.