



Good Shepherd Catholic Primary & Nursery School

Tackling Extremism and Radicalisation Policy (Prevent Duty)

**Reviewed: February 2017
Next Review Date: February 2018**

Good Shepherd Catholic Primary and Nursery School is committed to providing a secure environment for pupils, where children feel safe and are kept safe. All adults at Good Shepherd School recognise that safeguarding is everyone's responsibility irrespective of the role they undertake or whether their role has or does not have direct contact with children

Introduction

Since 2010, when the Government published the Prevent Strategy, there has been an awareness of the specific need to safeguard children, young people and families from violent extremism. There have been several occasions both locally and nationally in which extremist groups have attempted to radicalise vulnerable children and young people to hold extreme views including views justifying political, religious, sexist or racist violence, or to steer them into a rigid and narrow ideology that is intolerant of diversity and leaves them vulnerable to future radicalisation.

1. Policy Statement

1.1 The Tackling Extremism and Radicalisation Policy sets out our beliefs, strategies and procedures to protect vulnerable individuals from being radicalised or exposed to extremist views, by identifying who they are and promptly providing them with support.

1.2 This policy is one element within our overall school arrangements to safeguard and promote the welfare of all children in line with our statutory duties set out at S157 of the Education Act 2002

1.3 Our school's Preventing Extremism and Radicalisation Safeguarding Policy draws upon and should be read with the following policies:

Safeguarding & Child Protection Policy –
Single Equality Policy
Anti-Bullying Policy
Positive Behaviour Policy
E-Safety Policies
PREVENT Strategy HM Gov
Keeping Children Safe in Education DfE 2016

1.4 Definition of extremism: The school uses the following accepted Governmental definition of extremism:

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'.

At Good Shepherd School, we recognise that extremism and exposure to extremist materials and influences can lead to poor outcomes for children 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 pupils.

2. Aims & Principles of this Policy

2.1 The school's Tackling Extremism and Radicalisation Policy aims to provide framework for dealing with issues relating to vulnerability, radicalisation and exposure to extreme views. The policy aims 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.

2.2 The objectives are that:

- All governors, teachers, teaching assistants and non-teaching staff will have an understanding of what radicalisation and extremism are and why we need to be vigilant in school.
- All governors, teachers, teaching assistants and non-teaching staff will know what the school policy is on tackling extremism and radicalisation and will follow the policy guidance swiftly when issues arise.
- All pupils will understand the dangers of radicalisation and exposure to extremist's views; building resilience against these and knowing what to do if they experience them.
- All parents/carers and pupils will know that the school has policies in place to keep pupils safe from harm and that the school regularly reviews its systems to ensure they are appropriate and effective.

3. **School Vision and Ethos**

3.1 Good Shepherd Catholic Primary & Nursery School values freedom of speech and the expression of beliefs / ideology as fundamental rights underpinning our society's values. Our vision is based on Gospel values and promoting British Values. We strive to be a happy, nurturing and welcoming school, empowering our pupils to be lifelong learners with a thirst for knowledge and the confidence to know they can make a difference in a continually changing world, as they take on life's journey. We seek to inspire and develop self-motivation, independence and confidence in our pupils and help them to see Jesus in everyone they encounter.

3.2 We are committed to safeguarding and keeping all our pupils and members of our school community safe while raising awareness of how to keep safe.

3.3 We are a community, rich in cultural diversity and united by Jesus' teachings. We provide positive role models to enable pupils to develop mutual respect, understanding and tolerance. We promote high expectations and standards in learning and behaviour. We nurture in our pupils an awareness of their rights and responsibilities and promote the Gospel values of faith, forgiveness diligence, sensitivity, tolerance and respect for others. This is reflected by the Social Moral, Spiritual and Cultural focus of the school. We encourage our pupils to be hardworking, with a well-grounded sense of right and wrong.

3.4 At Good Shepherd we actively promote Gospel and British Values by:

- Promoting an understanding of democracy. School Councillors/ Pupil Leadership Team are elected
- Teaching pupils about rules/laws. Children learn to value rules and acknowledge responsibilities come with having rights
- Valuing individual liberty and pupil voice
- Promoting tolerance and respect – Encouraging awareness of differences and recognition that people have different faiths and beliefs which need to be respected

3.5 We promote these values through our RE curriculum, assemblies, liturgies and pupil voice. We lead by example and nurture our pupils to have a strong moral purpose in life based on Christ's teachings.

3.6 Both students and teachers have the right to speak freely and voice their opinions. However, freedom comes with responsibility and free speech that is designed to

manipulate the vulnerable or that leads to violence and harm of others goes against the moral principles in which freedom of speech is valued. Free speech is not an unqualified privilege; it is subject to laws and policies governing equality, human rights, community safety and community cohesion.

3.7 Our school is committed to:

- Establishing a single point of contact in terms of safeguarding.
- Training staff to recognise radicalisation and extremism.
- Notifying all stakeholders how to voice their concerns
- Providing a safe environment for our pupils to learn and develop
- Identifying and assessing the risk of students being drawn into terrorism.
- Responding to allegations/concerns in accordance with school policies and procedures
- Referring vulnerable people to the Local authority and Channel Panel if necessary
- Managing the prevention of access to extremist material
- Embedding our school ethos/vision based on Christian and British Values

4. Recognising the indicators of vulnerability to radicalisation

4.1 There are various indicators that a child may be vulnerable:

- Spending increasing time in the company of other suspected extremists.
- Changing their style of dress or personal appearance to accord with the group.
- Day-to-day behaviour becoming increasingly centred on an extremist ideology, group or cause.
- Loss of interest in other friends and activities not associated with the extremist ideology, group or cause.
- Possession of materials or symbols associated with an extremist cause. - Attempts to recruit others to the group/cause.
- Communications with others that suggest identification with a group, cause or ideology.
- Using insulting or derogatory names for another group.
- Increase in prejudice-related incidents committed by that person – these may include;
 - Physical or verbal assault
 - Provocative behaviour
 - Damage to property
 - Derogatory name calling
 - Possession of prejudice-related materials
 - Prejudice related ridicule or name calling
 - Inappropriate forms of address
 - Refusal to co-operate
 - Attempts to recruit to prejudice-related organisations
 - Condoning or supporting violence towards others.

5. Procedures for Referrals

5.1 Staff must be vigilant and follow the following procedures to report concerns:

- Meet with the Headteacher/Designated Safeguarding Lead or the deputy head teacher or Deputy Safeguarding Lead.
- Complete the referral form
- The DSL will then take advice and make a decision regarding referral to external agencies

- As with any Child Protection referral, staff must be made aware that if they do not agree with a decision not to refer, they can make the referral themselves

6. The school curriculum

- 6.1 We deliver an engaging curriculum empowering pupils to take charge of their learning and be confident articulate pupils. We encourage debate and pupil voice and achieve this by:
- Setting aspirational targets and helping pupils to believe they are able to reach their potential
 - Developing resilience and an enquiring mind able to cope with a fast changing world
 - Creating opportunities for debate and exchange ideas in all subjects- developing empathy, respecting diversity and embedding equality
 - Delivering a cross-curricular approach- pupils are able to apply their literacy/maths skills in a range of contexts
 - Developing a knowledge of the world they live in – looking at current affairs
 - Encouraging pupils to be confident with technology and using it to enhance learning
 - Developing enterprise skills – promotes collaborative work, decision making, problem solving, creativity and effective communication
 - Use of response partners on a daily basis – ‘critical friend’ offering peer support
 - Giving pupils time to reflect on their learning and identify how they can improve
 - Encouraging creativity – through art, music, P.E., dance & drama
 - Promoting PSHE and Citizenship
- 6.2 Our curriculum incorporates understanding of the global world and encourages pupils to understand that we are part of a wider family. Effective teaching and support develops resilience and the confidence to question through dialogue between staff pupils and others. We strive to nurture critical thinking skills through weekly discussion of current affairs. Christian and British values underpin the school curriculum.

7. Use of external staff

- 7.1 We ensure all staff have DBS checks and are aware of safeguarding guidelines and the school’s values and ethos. At least one permanent staff member is present when external staff are employed (workshops, shows etc)

8. Recruitment of staff

- 8.1 When recruiting all staff, and volunteers, to our school we follow government guidance on safer recruitment best practice in education settings, ensuring that DBS checks are always made and references received and checked. We complete and maintain a Single Central Record of such vetting checks. In addition all staff and volunteers complete a Disqualification Declaration Form annually.

We will apply safer recruitment best practice principles and sound employment practice in general and in doing so will deny opportunities for inappropriate recruitment or advancement. By adhering to safer recruitment best practice techniques and by ensuring that there is an ongoing culture of vigilance within our school and staff team we will minimise the opportunities for extremist views to prevail.

9. Role of Governing Body

- 9.1** The Governing Body of our school will undertake training led by the Designate Safeguarding Lead to ensure that they are clear about their role and responsibilities including their statutory safeguarding duties.
- 9.2** All Governors on the Governing Body are subject to DBS checks
- 9.3** The Governing Body of our school will support the ethos and values of our school and will support the school in tackling extremism and radicalisation.
- 9.3** In line with the provisions set out in the DfE guidance 'Keeping Children Safe in Education, 2016' the governing body will challenge the school's senior management team on the delivery of this policy and monitor its effectiveness.
- 1.** Governors will review this policy on an annual basis in line with the safeguarding policy, but may amend and adopt any amendments outside of this timeframe in accordance with any new legislation or guidance.