Learning and caring together,
building a firm foundation for the future

Respect    Honesty    Love
Preventing Extremism and Radicalisation Policy Statement

Introduction

Holy Trinity CE Primary School is committed to providing a secure environment for pupils, where children feel safe and are kept safe. All adults in our school recognise that safeguarding is everyone’s responsibility irrespective of the role they undertake or whether their role has direct contact or responsibility for children or not.

In adhering to this policy and procedures staff and visitors will contribute to our school’s delivery of the outcomes to all children, as set out in s10 (2) of the Children Act 20041. This Preventing Extremism and Radicalisation Safeguarding Policy Statement 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 s175 of the Education Act 2002 (s157 of the Education Act 2002.)

Our school’s Preventing Extremism and Radicalisation Safeguarding Policy Statement also draws on:
- DfE Guidance - Keeping Children Safe in Education, 2018
- DCSF Resources - Learning Together to be Safe, Prevent: Resources Guide, Tackling Extremism in the UK
- DfE’s - Teaching Approaches that help Build Resilience to Extremism among Young People

School Ethos and Practice

There is no place for extremist views of any kind in our school, whether from internal sources (pupils, staff or governors) or external sources (school community, 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.

As a 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.

Wider Safeguarding Responsibilities of School Staff

All staff will remain alert to the following:
1. Disclosures by pupils of their exposure to the extremist actions, views or materials of others outside of school, such as in their homes or community groups, especially where pupils have not actively sought these out.
2. Graffiti symbols, writing or art work promoting extremist messages or images
3. Pupils accessing extremist material online, including through social networking sites
4. Parental reports of changes in behaviour, friendship or actions and requests for assistance
5. Partner schools, local authority services, and police reports of issues affecting pupils in other schools or settings
6. Pupils voicing opinions drawn from extremist ideologies and narratives
7. Use of extremist or ‘hate’ terms to exclude others or incite violence
8. Intolerance of difference, whether secular or religious or, in line with our equalities policy, views based on, but not exclusive to, gender, disability, homophobia, race, colour or culture
9. Attempts to impose extremist views or practices on others
10. Anti-Western or Anti-British views

Our school will closely follow any locally agreed procedure as set out by the Local Authority and/or our Safeguarding Children Board’s agreed processes and criteria for safeguarding individuals vulnerable to extremism and radicalisation. In the event of concerns about a person becoming radicalised consideration will be given to using the LA Channel process.

All staff will familiarise themselves with the channel process. More information can be found at: http://course.ncalt.com/Channel_General_Awareness

Curriculum and Teaching Approaches

The Curriculum at Holy Trinity CE Primary School is broad and balanced and promotes respect, tolerance and diversity. Pupils are encouraged to share their views and recognise that they are entitled to have their own different beliefs which should not be used to influence others.

Our Spiritual Moral Social and Cultural provision is embedded across the curriculum. It directs our assemblies and underpins the ethos of our school. It is recognised that children with low aspirations are more vulnerable to radicalisation and therefore we strive to equip pupils with confidence, self-belief, respect and tolerance as well as setting high standards and expectations for themselves.

Children are regularly taught about how to stay safe when using the internet and are encouraged to recognise that people are not always who they say they are online. They are taught to seek help if they are upset or concerned about anything they read or see on the internet.

We will ensure that all of our teaching approaches help our pupils build resilience to extremism and give pupils a positive sense of identity through the development of critical thinking skill. We will ensure that all of our staff are equipped to recognize extremism and are skilled and confident enough to challenge it. We will be flexible enough to adapt our teaching approaches, as appropriate, so as to address specific issues so as to become even more relevant to the current issues of extremism and radicalisation.

- Making a connections with young
- Providing a safe place to discuss issues
- Teaching our pupils with the appropriate skills, knowledge, understanding and awareness for resilience
Therefore this approach will be embedded within the ethos of our school so that pupils know and understand what safe and acceptable behaviour is in the context of extremism and radicalisation.

This will work in conjunction with our schools approach to the spiritual, moral, social and cultural development will further promote the rounded development of our pupils.

**Parental and Community Involvement**

We will also work with local partners, families and communities in our efforts to ensure our school understands and embraces our local context and values in challenging extremist views and to assist in the broadening of our pupil’s experiences and horizons.

**Use of External Agencies and Speakers**

We encourage the use of external agencies or speakers to enrich the experiences of our pupils, however we will positively vet those external agencies, individuals or speakers who we engage to provide such learning opportunities or experiences for our pupils.

Holy Trinity CE Primary School will therefore assess the suitability and effectiveness of input from external agencies or individuals to ensure that:

1. All messages communicated to pupils are consistent with the ethos of the school and do not marginalise any communities, groups or individuals
2. All activities are properly embedded in the curriculum and clearly mapped to schemes of work and matched to the needs of pupils

By delivering a broad and balanced curriculum, augmented by the use of external sources where appropriate, we will strive to ensure our pupils recognise risk and build resilience to manage any such risk themselves where appropriate to their age and ability but also to help pupils develop the critical thinking skills needed to engage in informed debate.

**Procedures for Referrals**

Staff are reminded to suspend any ‘professional disbelief’ that instances of radicalisation ‘could not happen here’ and to be ‘professionally inquisitive’ where concerns arise. Staff should refer any concerns through the appropriate channels.

At Holy Trinity CE Primary School we believe that is it possible to intervene to protect pupils who may be vulnerable. Early intervention is vital and staff must be aware of the established processes for reporting and referring concerns.
The Head Teacher, Deputy Head trained as Designated Safeguarding Leads will deal swiftly with any referrals made by staff or with any concerns reported by staff.

**Whistle Blowing**

Where there are concerns of extremism or radicalisation Pupils and Staff will be encouraged to make use of our internal systems to Whistle Blow or raise any issue in confidence. Please refer to School Whistle Blowing Policy.

**Child Protection**

Staff at our school will be alert to the fact that whilst Extremism and Radicalisation is broadly a safeguarding issue there may be some instances where a child or children may be at direct risk of harm or neglect. For example; this could be due to a child displaying risky behaviours in terms of the activities they are involved in or the groups they are associated with or staff may be aware of information about a child’s family that may equally place a child at risk of harm. Therefore all adults working at our school (including visiting staff, volunteers’ contractors, and students on placement) are required to report instances where they believe a child may be at risk of harm or neglect to the Designated Safeguarding Lead or Head Teacher.

**Training**

Whole school in-service training on Safeguarding and Child Protection will be organised annually for staff and governors and will comply with the prevailing arrangements agreed by the Local Authority and the Safeguarding Children Board and will, in part, include training on extremism and radicalisation and its safeguarding implications. The Designated Safeguarding Lead will attend training courses as necessary and the appropriate inter-agency training organised by the Safeguarding Children Board at least every two years, again this will include training on extremism and radicalisation and its safeguarding implications.

**Recruitment**

The arrangements for recruiting all staff, permanent and volunteers, to our school will follow Local Authority guidance for safer recruitment best practice in education settings, including, but not limited to, ensuring that Disclosure and Barring Service checks are always made at the appropriate level, that references are always received and checked and that we complete and maintain a single central record of such vetting checks.
Role of Governing Body

The Governing Body of our School will undertake appropriate training to ensure that they are clear about their role and the parameters of their responsibilities as Governors, including their statutory safeguarding duties.

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.

Policy Adoption, Monitoring and Review

This policy was considered and adopted by the Governing body in line with their overall duty to safeguard and promote the welfare of children as set out in the DfE guidance - Keeping Children Safe in Education 2018.

The Head Teacher will actively evaluate the effectiveness of this policy by monitoring the staff’s understanding and application of the procedures within this policy as their overall duty to safeguard children.

Parents will be issued with a hard copy of this policy on request. This policy will also be made available to parents via the school website.