

PREVENTING RADICALISATION POLICY

Background

This *Preventing Radicalisation Policy* is part of our commitment to keeping children safe. Since the *Education and Inspections Act 2006* Schools have 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.

Ethos

The School aims to ensure that through our school vision, values, rules, diverse curriculum and teaching we promote tolerance and respect for all cultures, faiths and lifestyles. It is the aim of the governing body to ensure 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.

We have a duty to prepare our children for life in modern Britain and to keep them safe.

Pupils have the right to learn in safety. We do not tolerate bullying of any kind and will challenge derogatory language and behaviour towards others.

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 (2019)*
- *Revised Prevent Duty Guidance (2019)*
- *Working Together to Safeguard Children (2015)*

Guidance

- The Independent School Standards: guidance for independent schools 2019

Related Policies

- *Assessment and Examinations (including Assessment Policy and Examinations Policy)*
- *Behaviour Management Policy*
- *Curriculum Policy*
- *Equal Opportunities for Pupils Policy*
- *Equal Opportunities for Staff Policy*
- *Information Technology (IT) Acceptable Use Policy*
- *Letting Contract and Booking Form*
- *Personal, Social, Health and Economic Education (PSHEE) and Citizenship Policy*
- *Safeguarding Policy*
- *Staff Code of Conduct*
- *Visitors and Visiting Speakers Policy*

- *Visitors to Boarding Policy*
- *Whistle-Blowing 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. 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.

'British Values' are democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs. In *Promoting fundamental British values as part of SMSC in schools*, November 2014, Crown Copyright, fundamental British values are defined as follows: 'an understanding that the freedom to choose and hold other faiths and beliefs is protected in law: an acceptance of other people having other faiths or beliefs to oneself (or having none) should be accepted and tolerated, and should not be the cause of prejudicial or discriminatory behaviour; and an understanding of the importance of identifying and combatting discrimination'. The document goes on to say that the understanding and knowledge expected of pupils concerning fundamental British values are as follows:

- 'an understanding of how citizens can influence decision-making through the democratic process'
- 'an appreciation that living under the rule of law protects individual citizens and is essential for their wellbeing and safety'
- 'an understanding that there is separation of power between the executive and the judiciary, and that while some public bodies such as the police and the army can be held to account through Parliament, others such as the courts maintain independence'

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. The governing body has a nominated person (the safeguarding governor) who will liaise with the Headmistress and other staff about issues to do with protecting children from radicalisation.

Role of the Headmistress

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

Curriculum

We are committed to ensuring that pupils are offered a broad and balanced curriculum that aims to prepare them for life in modern Britain. We encourage pupils to be inquisitive learners who are open to new experiences and are tolerant of others.

As stated in the Aims of the School, pupils 'are encouraged to challenge themselves and develop the qualities of intellect and character – independence, wisdom and generosity of outlook, determination and perseverance, resilience, vision and ambition – that will lead them into responsible and rewarding adult life'.

The School's values support the development of each pupil as a reflective learner within a calm, caring, happy and purposeful atmosphere. In ensuring that fundamental British values are highlighted within the teaching of the School's values, the School supports quality teaching and learning, while making a positive contribution to the development of a fair, just and civil society.

E- Safety

It is recognised that the internet provides children and young people with access to a wide-range of content, some of which is harmful, and it is recognised that extremists use the internet, including social media, to share their messages. The aim of the School's filtering system is to block inappropriate content, including extremist content. Filters also operate on social media. Searches and web addresses are monitored and the Network Manager will alert senior staff where there are concerns and prevent further access when new sites that are unblocked are found. Where staff, students or visitors find unblocked extremist content they must report it to a senior member of staff.

We are aware that children and young people have access to unfiltered internet when using their mobile phones, and staff are alert to the need for vigilance when pupils are using their phones. The *IT Acceptable Use Policy* refers to preventing radicalisation and related extremist content. Pupils and staff are asked to click to confirm and agree to the *IT Acceptable Use Policy* each time they log onto a School computer to confirm they have understood what is acceptable. Pupils and staff are directed how to report internet content that is of concern.

Staff Training

Staff are given training to help them understand the issues of radicalisation, be able to recognise the signs of vulnerability or radicalisation and know how to refer their concerns. This information forms part of staff induction safeguarding training. Staff are updated as necessary in staff weekly briefings, through email, staff training sessions and other relevant meetings.

Safer Recruitment

We ensure that staff appointed to the School are suitable. Recruitment procedures are rigorous, and we follow the statutory guidance published in part 3 of *Keeping Children Safe in Education (2019)*. Vetting and barring checks are undertaken for all employees, including governors and volunteers.

Visitors

Visitors to the School are made aware of our safeguarding policies on arrival at the school 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 are informed about this *Preventing Radicalisation Policy*, and

relevant vetting checks are undertaken. We undertake due diligence to ensure that visiting speakers are appropriate and complete a risk assessment of the activity prior to the event.

See Visitors and Visiting Speakers Policy.

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. External hirers sign and agree to the School's terms and conditions of use.

See Lettings, Contract and Booking Forms.

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 (and it recognised too that there are also very powerful narratives, programmes and networks that young people can come across online so that 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 Headmistress will make a referral to the appropriate body.

Where there are significant concerns about a pupil the Designated Safeguarding Lead will make a referral to the Police, Education Safeguarding Advisory Team (ESAT), Channel and/or the Anti Terrorist Hotline: 0800789 321

Monitoring and Review

This policy is not a statutory policy. This policy is reviewed annually and is monitored by the governing body at least annually by receiving a report from the Designated Safeguarding Lead.

In line with legal responsibilities, the School undertakes to ensure that this policy is posted on the website and included in the *Parent and Pupil Handbook*.

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