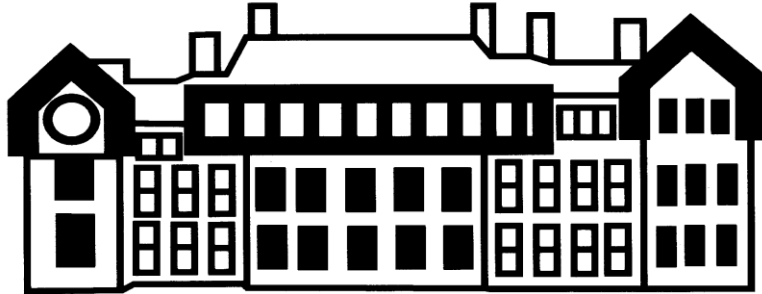


Gordon Primary School

GORDON



SCHOOL

Preventing Radicalisation Policy

Ratification date: January 2023

Review date: January 2026

Signed _____ Headteacher

Signed _____ Chair of Governors

Preventing Radicalisation Policy

See also: Child Protection and Safeguarding Policy

1, Background

This policy is part of our commitment to keeping children safe. Following 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 about extremism and recognising when pupils start to become radicalised. 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.

2, Ethos

At Gordon Primary School we promote tolerance and respect for all cultures, faiths and lifestyles. We do this through:

Our Vision For every child to be a positive member of society.

Our Values Honesty Curiosity Ambition Empathy

Our Motto Be the best you can be.

Our 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.

Gordon Primary School is a values-based learning community. Our calm, caring and inclusive environment supports the development of reflective and empathetic children.

Our Rules Be respectful
Be safe
Be ready to learn

3, 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 (2022)*
- *Prevent Duty Guidance (2015) Updated 2021*
- *Working together to Safeguard Children (2015) Updated 2022*

4, Non-statutory Guidance

- *Promoting fundamental British values as part of SMSC in schools: Departmental advice for maintained schools, (DfE 2014).*

5, 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.

British Values are:

1. democracy
2. the rule of law
3. individual liberty
4. mutual respect
5. tolerance of those with different faiths and beliefs.

6, 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. The governing body has a nominated person: Graham Haynes, our Safeguarding Governor, who will liaise with the Headteacher and other staff members about issues to do with protecting children from 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 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: see item 10 below.
- liaise with partners, including the local authority and the police
- report to the governing body on these matters.

Role of the Staff

It is the role of staff to understand the issues of radicalisation and to refer their concerns to the Safeguarding Lead through the school's usual safeguarding procedures. See the Child Protection and Safeguarding Policy for more details.

7, Active Steps to Prevent Radicalisation

- The Designated Safeguarding Lead and Deputies have attended *Preventing Radicalisation* training.
- All school staff have a duty to participate in training designed to support them in being able to identify potential radicalisation:
http://course.ncalt.com/Channel_General_Awareness/01/index.html
- Our curriculum supports tolerance and respect for others, especially in:
 - **English** ~ we explore texts from a range of cultures and viewpoints
 - **PSHE** (Personal, Social & Health Education) ~ we develop the skills needed for children to become accepting, respectful and enlightened people
 - **RE** (Religious Education) ~ we teach pupils about other people's beliefs
 - **Geography** ~ we identify differences around the world
 - **Computing** ~ 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 in our school blocks inappropriate content, including extremist content.
- 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 the *Keeping Children Safe in Education* document. Disclosure & Barring checks are undertaken on relevant people, including governors and volunteers.

8, Signs of Vulnerability

There are no known definitive indicators that a young person is vulnerable to radicalisation, but there are a number of signs that together increase the risk. Signs of vulnerability include:

- underachievement
- poverty
- social exclusion by peers, family, social groups or faith
- withdrawing from peers, family, social groups or faith
- traumatic events
- global or national events
- religious conversion
- change in behaviour
- extremist influences
- conflict with family over lifestyle
- confused identity
- being in possession of extremist literature
- victim or witness to race or hate crimes

9, 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
- 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
- secretive behaviour
- searching for or sharing extremist messages or social profiles online
- 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
- verbalizing anti-Western or anti-British views

10, Referral Process

Concerns about any member of the school community who may be showing signs of vulnerability or radicalisation must be passed to the Designated Safeguarding Lead / Headteacher, Mr Taylor, using the usual methods for reporting safeguarding concerns.

When there are significant concerns about a pupil the Designated Safeguarding Lead will make a referral to: prevent@royalgreenwich.gov.uk

11, Monitoring and Review

This policy will be monitored by the Governing Body at least annually. This is not a statutory policy and will be reviewed at an appropriate time not later than three years after ratification by the Governing Body.