



Brampton Abbots CE Primary School



Bridstow CE Primary School



Oak Meadow Federation

Radicalisation & Extremism Policy

This policy will be reviewed and updated by the Governing Body at least every three years. All references to 'the school' imply both Brampton Abbots and Bridstow Primary Schools.

Policy approved by Governing Body on 13th July 2020

Signed Daniel Brearey, Headteacher

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Paul Mason, GB Chair

A handwritten signature in black ink, appearing to read 'Paul Mason'.

Policy due for review July 2023

Radicalisation and Extremism Policy

1. INTRODUCTION

1.1 Christian values underpin and permeate everything we do as a school. Through our Christian ethos we seek to nurture every child to reach their potential. To this end we encourage a broad and respectful understanding of the diversity that makes up modern Britain (see: 'British Values Statement' for more information)

1.2 The school is fully committed to safeguarding and promoting the welfare of all its pupils. We recognise that safeguarding against radicalisation is no different from safeguarding against any other vulnerability. All staff are expected to uphold and promote the fundamental principles of British values including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs.

1.3 In formulating this policy, the Governors have taken account of the guidance from the Department for Education (DfE) who has called for all public bodies to make explicit their preventative measures to minimise the threat of extremism in their setting.

2. DEFINITIONS AND INDICATORS

2.1 Radicalisation is defined as the act or process of making a person more radical or favouring of extreme or fundamental changes in political, economic or social conditions, institutions or habits of the mind.

2.2 Extremism is defined as the holding of extreme views, particularly those advocating illegal or violent actions to achieve specific ideological changes, whether political, religious or social.

2.3 Pupils may become vulnerable to radicalisation due to a range of factors where they feel alienated from their usual social groups or society at large, such as low self-esteem; family or personal crisis; racism or other discrimination. We are alert to signs of behavioural changes in every child, and we will always intervene to protect any individuals who may be at risk from radicalisation or extremism. (See Appendix)

2.4 The Governing Body will guard against and act upon any evidence of extremist behaviour likely to affect our pupils, whether at school or within the wider community. We rely on our strong values to steer our work and ensure the pastoral care of our pupils protects them from exposure to negative influences. Furthermore, our promotion of our 'Positive Behaviour' rules ensures the whole school community adhere to these values.

2.5 The school will assess the risk of children in our school being drawn into terrorism. This assessment will be based on an understanding of the potential risk in our local area, in collaboration with our local safeguarding partners and local police force. We will ensure that suitable internet filtering is in place and equip our pupils to stay safe online at school and at home.

3. AIMS AND PRINCIPLES

3.1 The main aims of this policy are to ensure that staff are fully engaged in being vigilant about radicalisation; that they overcome any ingrained belief 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.

3.2 The principal objectives are that:

- Pupils are encouraged to adopt and live out our Christian Values. These complement the key "British Values" of tolerance, respect, understanding, compassion, and harmonious living.
- Pupils are helped to understand the importance of democracy and freedom of speech, through

our collective worship assemblies and through the elected School Council members.

- Pupils are taught how to keep themselves safe, in school and when using the internet.
- Pupils participate in local community events so that they appreciate and value their neighbours and friends who may not share their faith background.
- Pupils' wellbeing, confidence and resilience are promoted through our planned curriculum and out of hours learning opportunities.
- Pupils are supported in making good choices from a very young age, so they understand the impact and consequences of their actions on others.
- Governors, teachers, teaching assistants and non-teaching staff demonstrate an understanding of what radicalisation and extremism are and why we need to be vigilant in school, whilst maintaining a sense of mutual trust between our school and individual pupils.

3.3 Our role, as a school, is to ensure we remain alert to the dangers of radicalisation and harmful extremist views and actions. Primarily our work will be concerned with PREVENTION and is outlined more specifically in the DCSF document 'Learning together to be safe: A toolkit to help schools contribute to the prevention of violent extremism.'

4. PROCEDURES FOR REFERRALS

4.1 Although serious incidents involving radicalisation have not occurred at our schools to date, it is important for us to be constantly vigilant and remain fully informed about the issues which affect the region in which we teach. Staff are reminded to suspend any disbelief that instances of radicalisation 'could not happen here' and to refer any concerns through the appropriate channels (currently via the Designated Safeguarding Lead, Dan Brearey - Headteacher). This policy will be strictly adhered to should issues arise.

4.2 The Department for Education also has a dedicated telephone helpline, 020 7340 7264, which school staff and governors can call to raise concerns about extremism with respect to a pupil. You can also email counter.extremism@education.gov.uk. Note that this is not for use in emergency situations.

In an emergency, call 999 or the confidential anti-terrorist hotline on 0800 789 321 if you:

- a) Think someone is in immediate danger
- b) Think someone may be planning to travel to join an extremist group
- c) See or hear something that may be terrorist-related

5. THE ROLE OF THE CURRICULUM

Our curriculum promotes respect, tolerance and diversity. Children are encouraged to express themselves through discussions, debates and consultations. The R.E. PSHE (Personal, Social and Health Education), Citizenship and SMSC (Spiritual, Moral, Social and Cultural) provision is embedded across the curriculum, and underpins the ethos of the school. Children learn about other faiths and visit places of worship and are taught about how to stay safe when using the Internet.

6. STAFF TRAINING

Through staff meetings and INSET opportunities in school, we will ensure that our staff are fully aware of the threats, risks and vulnerabilities that are linked to radicalisation; are aware of the process of radicalisation and how this might be identified early on.

[Statutory guidance on the Prevent duty](#), explains schools' duties under the Counterterrorism and Security Act 2015 with respect to protecting people from the risk of radicalisation and extremism.

7. TO BE READ ALONGSIDE

7.1 This policy should be read alongside Child Protection & Safeguarding Policy, Equality & Diversity Policy, Online Safety Policy, and Anti-bullying Policy.

APPENDIX – THE RADICALISATION OF PUPILS.

The Government website [Educate Against Hate](#) and charity [NSPCC](#) say that signs that a pupil is being radicalised can include:

- Refusal to engage with, or becoming abusive to, peers who are different from themselves
- Becoming susceptible to conspiracy theories and feelings of persecution
- Changes in friendship groups and appearance
- Rejecting activities they used to enjoy
- Converting to a new religion
- Isolating themselves from family and friends
- Talking as if from a scripted speech
- An unwillingness or inability to discuss their views
- A sudden disrespectful attitude towards others
- Increased levels of anger
- Increased secretiveness, especially around internet use
- Expressions of sympathy for extremist ideologies and groups, or justification of their actions
- Accessing extremist material online, including on Facebook or Twitter
- Possessing extremist literature
- Being in contact with extremist recruiters and joining, or seeking to join, extremist organisations