

BONNEVILLE PRIMARY SCHOOL

Success for today, prepared for tomorrow

Extremism Policy

2019

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Policy Last Reviewed on: _____

Policy Due for Review on: May 2020

Celia Jones

BONNEVILLE PRIMARY SCHOOL

Success for today, prepared for tomorrow

Bonneville Primary School Preventing Extremism and Radicalisation Safeguarding Policy

Introduction

Bonneville Primary School is committed to providing a secure environment for pupils, where children feel safe and are kept safe. All adults at Bonneville Primary 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 the procedures therein, staff and visitors will contribute to Bonneville Primary 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 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.

Our school's Preventing Extremism and Radicalisation Safeguarding Policy is in line with the requirements of Counter Terrorism and Security Act 2015 and the Prevent Duty Guidance but also draws upon the guidance contained in the "London Child Protection Procedures" and DfE Guidance "Keeping Children Safe in Education, 2014"; and specifically 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" and Peter Clarke's Report of July 2014.

School Ethos and Practice

We are aware that Lambeth is a PREVENT priority area within the National Counter Terrorism Strategy. When operating this policy Bonneville Primary School uses the Governmental definition of extremism which is:

'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'.

¹ *The physical, mental health and emotional well-being of children; the protection of children from harm and neglect; the education, training and recreation of children; the contribution made by them to society; and their social and economic well-being.*

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.

Education is a powerful weapon against extremist views, equipping young people with the knowledge, skills and critical thinking, to challenge and debate in an informed way. At Bonneville Primary School we will therefore provide a broad and balanced curriculum, which promotes spiritual, moral, cultural, mental, and physical development of our pupils and that prepares our pupils for the responsibilities and experiences of life. Our broad and balanced curriculum will be delivered by skilled professionals, so that our pupils are enriched, understand and become tolerant of difference and diversity and also to ensure that they thrive, feel valued and not marginalized.

Furthermore at Bonneville Primary School we are aware that young people can be exposed to extremist or prejudiced views from an early age which emanate from a variety of sources and media, including the internet, and at times pupils may themselves reflect or display views that are discriminatory, prejudiced or extremist, including using discriminatory language. We will ensure that our acceptable use of digital technologies, including the internet, will reflect our Prevent duty and appropriate levels of filtering will be used, and we note Government guidance on the use of Social Media networks to radicalise young people. We will be vigilant to the possibility that our pupils could be exposed to such influences outside school and through their own personal internet-enabled devices and will ensure that this topic is addressed through our wider E-Safety programme with pupils.

Any prejudice, discrimination or extremist views, including discriminatory language, displayed by pupils or staff will always be challenged and where appropriate dealt with in line with our Behaviour Policy for pupils or the Code of Conduct for staff. Where misconduct by a teacher is proven, the matter will be dealt with according to the school's Code of Conduct by the Senior Leadership Team and/or Governing Body, and if appropriate would be referred to the National College for Teaching and Leadership for their consideration as to whether to a Prohibition Order is warranted.

Risk Assessment

In line with the Prevent Duty Statutory Guidance we will assess the risk of our pupils, and staff, being drawn into terrorism and the support of extremist ideas and our school will closely follow any locally agreed procedures, and use self-assessment and risk assessment tools for this purpose as set out by the Local Authority and/or Lambeth's Safeguarding Children Board's agreed processes and criteria for safeguarding individuals vulnerable to extremism and radicalisation.

There is no single way of identifying an individual who is likely to be susceptible to a terrorist ideology. As with managing other safeguarding risks, staff should be alert to changes in children's behaviour which could indicate that they may be in need of help or protection. Children at risk of radicalization may display different signs or seek to hide their views. School staff should use their professional judgement in identifying children who might be at risk of radicalisation and act proportionately. Even very young children may be vulnerable to radicalisation by others, whether in the family or outside, and display concerning behaviour. The Prevent duty does not require teachers or childcare providers to carry out unnecessary

intrusion into family life but as with any other safeguarding risk, they must take action when they observe behaviour of concern.

We will liaise with partners to ensure that, where appropriate, referrals are made to Channel team so that support is made available to individuals who are at risk of being drawn into terrorism.

As part of wider safeguarding responsibilities school staff will be alert to:

- 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.
- Graffiti symbols, writing or art work promoting extremist messages or images
- Pupils accessing extremist material online, including through social networking sites
- Parental reports of changes in behaviour, friendship or actions and requests for assistance
- Partner schools, local authority services, and police reports of issues affecting pupils in other schools or settings
- Pupils voicing opinions drawn from extremist ideologies and narratives
- Use of extremist or 'hate' terms to exclude others or incite violence
- 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
- Attempts to impose extremist views or practices on others
- Anti-Western or Anti-British views

Teaching Approaches

Schools can build pupils' resilience to radicalisation by providing a safe environment for debating controversial issues and helping them to understand how they can influence and participate in decision-making. Schools are already expected to promote the spiritual, moral, social and cultural development of pupils and, within this, fundamental British values.

Personal, Social and Health Education (PSHE) can be an effective way of providing pupils with time to explore sensitive or controversial issues, and equipping them with the knowledge and skills to understand and manage difficult situations. The subject can be used to teach pupils to recognise and manage risk, make safer choices, and recognize when pressure from others threatens their personal safety and wellbeing. They can also develop effective ways of resisting pressures, including knowing when, where and how to get help. Schools can encourage pupils to develop positive character traits through PSHE, such as resilience, determination, self-esteem, and confidence.

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 skills. We will ensure that all of our staff are equipped to recognise extremist views and are skilled and confident enough to challenge them.

In our school this will be achieved by good teaching, primarily via PSHE; but also by adopting the methods outlined in the Government's guidance 'Teaching approaches that help build resilience to extremism among young people' DfE 2011.

We will apply the 'key ingredients' for success as set out in Appendix A, and we will apply the methodologies set out in that document following the three broad categories of:

- Making a connection with young people through good [teaching] design and a pupil centered approach.
- Facilitating a 'safe space' for dialogue, and
- Equipping our pupils with the appropriate skills, knowledge, understanding and awareness for resilience.

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 extremist influences they may encounter either in or outside school. This will work in conjunction with our school's approach to the spiritual, moral, social and cultural development of pupils as defined in OfSTED's School Inspection Handbook and will include the sound use of assemblies to help further promote this rounded development of our pupils.

Our goal is to build mutual respect and understanding and to promote the use of dialogue, not violence, as a form of conflict resolution. We will achieve this by using a curriculum that includes:

- Citizenship programmes (Life In Modern Britain)
- Open discussion and debate
- Work on anti-violence and a restorative approach addressed throughout curriculum
- Assemblies, in particular Values Assemblies.
- Religion Education lessons allowing children to understand and explore the religions and other belief systems of the world.

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 and to assist in the broadening of our pupil's experiences and horizons. We will help support pupils who may be vulnerable to influence from extremist views as part of our wider safeguarding responsibilities and where we believe a pupil is being directly affected by extremist materials or influences we will ensure that that pupil is offered appropriate support. Additionally in such instances our school will seek external support from the Local Authority and/or local partnership structures working to prevent extremism.

At Bonneville Primary School we will promote British values, including the values of democracy, the rule of law, individual liberty, mutual respect and tolerance for those with different faiths and beliefs. We will teach and encourage pupils to respect one another and to respect and tolerate difference, especially those of a different faith or no faith.

Use of External Agencies and Speakers

At Bonneville Primary School 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. To do this we will use the Lambeth Toolkit for Managing the Work of External Agencies. Such vetting is to ensure that we do not unwittingly use agencies whose values and ethos are inconsistent with, or are in complete opposition to, the school's values and ethos.

Our school will assess the suitability and effectiveness of input from external agencies or individuals to ensure that:

- Any messages communicated to pupils are consistent with the ethos of the school and do not marginalise any communities, groups or individuals
- Any messages do not seek to glorify criminal activity or extremism (violent or non-violent) or seek to radicalise pupils through extreme or narrow views of faith, religion or culture or other ideologies
- Activities are designed to address important issues affecting children or the wider school community and are delivered to ensure these issues are addressed.

We recognise, however, that the ethos of our school is to encourage pupils to understand opposing views and ideologies, appropriate to their age and ability, and to be able to actively engage with them in informed debate.

Use of Premises / School Facilities

In line with the Counter Terrorism and Security Act 2015 we will ensure, as far as it is practicable to do so, that any third parties wishing to use or hire school facilities independently of the school are properly vetted with regard to the purpose of that letting arrangement and to that end Bonneville Primary School will not allow our spaces to be hired to any person or group that wishes to promote extremist views or seek to radicalise others.

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 OUR SCHOOL WHISTLEBLOWING POLICY AND PROCEDURES.

Child Protection

Please refer to our Child Protection Policy for the full procedural framework on our Child Protection duties.

Staff at Bonneville Primary 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. (These examples are for illustration and are not definitive or exhaustive)

Therefore all adults working in Bonneville Primary 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 Headteacher.

In Bonneville Primary School our Child Protection reporting arrangements are set out fully in our Child Protection Policy and are summarised here, as follows;

Bonneville Primary School uses a safe and secure way for our staff to log **Child Protection** and **Safeguarding** concerns, called **CPOMS** (Child Protection Online Management Service).
<https://bonneville.cpoms.net/login>

Click on the link, login and complete an incident form.

Please ensure you ask your phase leader for login details.

Please report any concerns using the CPOMS system **IMMEDIATELY**. Please log any concerns on an incident sheet and tag your appropriate phase leader, Mr Connelly and Ms Parker for an alert. Please provide any details as presented by the child or as witnessed. The above link can be also found on staff share drive, in safeguarding.

**CHILD PROTECTION OFFICER IS THE HEADTEACHER; ANDREA PARKER
THE ASSISTANT HEADTEACHER FOR INCLUSION IS; FRANK CONNELLY**

Role of the Designated Safeguarding Lead

The Designated Senior Person for Child Protection is: Andrea Parker

The Deputy Designated Person for Child Protection is: Frank Connelly,

The Designated Safeguarding Lead works in line with the responsibilities as set out at Annex B of the DfE Guidance 'Keeping Children Safe in Education'.

The Designated Safeguarding Lead is the focus person and local 'expert' for school staff, and others, who may have concerns about an individual child's safety or well-being and is the first point of contact for external agencies

In line with Recommendation 2 of Peter Clarke's Report; In [INSERT SCHOOL NAME] the role of the Designated Safeguarding Lead will be extended, at the appropriate time, to include the responsibilities of the PREVENT strand of the Government's counter-terrorism strategy.

Training

Whole school in-service training on Safeguarding and Child Protection will be organised for staff and governors at least every three years and will comply with the prevailing arrangements agreed by the Local Authority and Lambeth's Safeguarding Children Board and will, in part, include training on extremism and radicalisation and their safeguarding implications.

The Designated Safeguarding Lead will attend Lambeth training courses as necessary and the appropriate inter-agency training organised by the Lambeth 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, paid and volunteers, to our school will follow Lambeth's guidance for safer recruitment best practice in education settings, including, but not limited to, ensuring that DBS 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.

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.

We will be alert to the possibility that persons may seek to gain positions within our school so as to unduly influence our schools character and ethos. We are aware that such persons may seek to limit the learning opportunities for our pupils thereby rendering them vulnerable to extremist views and radicalisation as a consequence.

Therefore, 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.

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.

In line with Recommendation 13 of Peter Clarke's report details of our Governing Body will be published on our school website to promote transparency.

In line with the provisions set out in the DfE guidance 'Keeping Children Safe in Education, 2014' the governing body will challenge the school's senior management team on the delivery of this policy and monitor its effectiveness.

Governors will review this policy every three years and may amend and adopt it outside of this timeframe in accordance with any new legislation or guidance or in response to any quality assurance recommendations pertaining to the delivery of this policy and the overall safeguarding arrangements made.

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'

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

In Bonneville Primary School the Headteacher will actively evaluate the effectiveness of this policy by monitoring the staff group's understanding and application of the procedures within this policy as their overall duty to safeguard children.

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