



## FOREST BRIDGE SCHOOL

### Preventing Radicalisation Policy

This Preventing Radicalisation Policy is part of Forest Bridge School's commitment to keeping our pupils 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 pupils 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 comes into force on the 1<sup>st</sup> July) which means they must work to prevent pupils being drawn into extremism.

Safeguarding children from all risks of harm is an important part of Forest Bridge School's work and protecting them from extremism is one aspect of that.

#### Ethos

At Forest Bridge School we ensure that through our vision, values, relationships and small group teaching we promote tolerance and respect for all cultures, faiths and lifestyles.

We recognise that our pupils are particularly vulnerable due to their autism and how this affects their ability to read social situations, intentions and appropriateness. Therefore, teaching our pupils how to be safe underpins our teaching at every opportunity.

We have a duty to prepare our pupils for life in modern Britain and to keep them safe. Everyone at Forest Bridge School has the right to learn and work 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 pupils being radicalised is set out in the following documents.

- Counter Terrorism and Security Act 2015
- Keeping Children Safe in Education 2015
- Prevent Duty Guidance 2015
- Working Together to Safeguard Children 2015

#### Non-statutory Guidance

- Promoting fundamental British values as part of SMSC in schools: DfE Departmental advice for maintained schools 2014

## **Related Policies**

- E-Safety and Internet use Policy
- Promoting British Values Policy
- Behaviour Policy
- Child Protection and Safeguarding Policy
- Equal Opportunities Policy
- Code of Conduct
- Curriculum 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.

## **Roles and Responsibilities**

### **Role of the Teaching and Learning Committee**

It is the role of the Teaching and Learning Committee at Forest Bridge School to ensure that the school meets its statutory duties with regard to preventing radicalisation.

The Teaching and Learning Committee has a nominated person who will liaise with the Headteacher and other staff about issues to do with protecting pupils from radicalisation. This is our designated safeguarding governor, in conjunction with our British Values link governor.

### **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 Designated Safeguarding Lead**

It is the role of the designated safeguarding lead to:

- ensure that staff understand the issues of radicalisation, that they are able to recognise the signs of vulnerability or radicalisation and know how to refer their concerns
- receive safeguarding concerns about pupils 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 Teaching and Learning Committee on these matters

### **Role of British Values Link Governor**

It is the role of the British Values Link Governors to:

- provide oversight of the PHSE, and other curriculums, to ensure that they are covering democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs
- ensure there are awareness and training events for parents around issues of extremism and radicalisation, including sessions on e-safety and social media
- keep up-to-date on strategies to prevent extremism and radicalisation in schools and report to staff, SLT and Governors on them, and monitor the schools use of appropriate strategies

### **Role of staff**

It is the role of staff to understand the issues of radicalisation, that they are able to recognise the signs of vulnerability or radicalisation and know how to refer their concerns.

### **Curriculum**

Forest Bridge School 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.

Our values support the development of the whole child within a safe respectful learning environment. Teaching the school's core values alongside the fundamental British values supports quality teaching and learning, whilst making a positive contribution to the development of a fair, just and civil society.

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 at our school blocks inappropriate content, including extremist content.

Where staff, pupils 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 sometimes while at home. We make it a priority to hold annual family training on safety as part of our family training package.

Pupils and staff know how to report internet content that is inappropriate or of concern.

### **Staff Training**

Staff will be given training to help them understand the issues of radicalisation, so that they are able to recognise the signs of vulnerability or radicalisation and know how to refer their concerns. This information forms part of our safeguarding training.

### **Safer Recruitment**

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 part 3 of *Keeping Children Safe in Education 2015*. Vetting and barring checks are undertaken on relevant people, including all governors and volunteers.

### **Visitors**

Visitors to Forest Bridge 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.

We undertake due diligence to ensure that visiting speakers are appropriate. Speakers will be supervised at all times and will not be allowed to speak to pupils without a member of staff being present.

Staff must not invite speakers into school without first obtaining permission from the Headteacher.

### **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 of 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 (there are also very powerful narratives, programmes and networks that young people can come across online so 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 pupils 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 will make a referral to the appropriate body.

### **Monitoring and Review**

**Approved by Teaching and Learning Committee July 2015**

This policy will be monitored and reviewed by the Teaching and Learning Committee annually by receiving a report from the Designated Safeguarding Lead on safeguarding including radicalisation.