

# **WOODLANDS PRIMARY SCHOOL**



## **Preventing Extremism and Radicalisation Policy**

**Updated: October 2021  
Review Date: October 2022**

## **Introduction**

Woodlands Primary School is committed to providing secure environments for pupils, where learners feel safe and are kept safe. All adults recognise that safeguarding is everyone's responsibility irrespective of the role they undertake or whether their role has direct contact or responsibility for learners or not.

This Preventing Extremism and Radicalisation Safeguarding Policy is one element within our overall arrangements to safeguard and promote the welfare of all learners in line with our statutory duties set out at s175 of the Education Act 2002. Our school's Preventing Extremism and Radicalisation Safeguarding Policy also draws upon the guidance contained in the DfE publication "Keeping Children safe in Education, 2021", and specifically DCSF Resources "Learning Together to be Safe, "Prevent: Resources Guide", "Tackling Extremism in the UK" and DfE's "Teaching Approaches that help build resilience to Extremism among Young People".

## **Links to other policies**

The Preventing Extremism and Radicalisation Policy links to the following school policies;

- Child Protection and Safeguarding policy
- Equal Opportunity Policy
- Anti-bullying Policy
- Internet Safety Policy

## **Aims**

The Preventing Extremism and Radicalisation Policy is intended to provide a framework for dealing with issues relating to vulnerability, radicalisation and exposure to extreme views. We recognise that we are well placed to be able to identify safeguarding issues and this policy clearly sets out how the school will deal with such issues and identifies how the curriculum and ethos underpins our actions.

## **The objectives are that:**

- All governors, teachers, teaching assistants and non-teaching staff will have an understanding of what radicalisation and extremism are and why we need to be vigilant in school.
- All governors, teachers, teaching assistants and non-teaching staff will know what the school policy is on tackling extremism and radicalisation and will follow the policy guidance swiftly when issues arise.
- All pupils will understand the dangers of radicalisation and exposure to extremist views, building resilience against these and knowing what to do if they experience them.
- All parents/carers and pupils will know that the schools have policies in place to keep pupils safe from harm and that the school regularly reviews its systems to ensure they are appropriate and effective.

## **Ethos and Practice**

When operating this policy Woodlands Primary School uses the following accepted 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 in our armed forces, whether in this country or overseas'.

There is no place for extremist views of any kind in our schools, whether from internal, sources – pupils, staff or governors, or external sources – school community, external agencies or individuals. We recognise that extremism and exposure to extremist materials and influences can lead to poor outcomes for pupils and so should be addressed as a

safeguarding issue as set out in this policy. We also recognise that if we fail to challenge extremist views we are failing to protect our pupils.

As part of our whole school internet safety programme we highlight the potential risks pupils may face in relation to on-line radicalisation and encourage students to report any concerns they may have for themselves or other students

**As part of wider safeguarding responsibilities 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
- Distributing extremist literature and documentation
- 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 within 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

**Use of External Agencies and Speakers**

Woodlands Primary School encourage the use of external agencies or speakers to enrich the experiences of our learners.

We will positively vet those external agencies, individuals or speakers who engage to provide such learning opportunities or experiences for our pupils. Such vetting is to ensure that we do not unwittingly use agencies that contradict each other with their messages or that we are inconsistent with, or are in complete opposition to, the school's values and ethos. We are aware that in some instances the work of external agencies may not directly be connected with the rest of the school curriculum so we need to ensure that this work is of benefit to pupils. 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 violent extremism or seek to radicalise pupils through extreme or narrow views of faith, religion or culture or other ideologies
- Activities are matched to the needs of pupils
- Activities are carefully evaluated by the school to ensure that they are effective

We recognise, however, that the ethos of our school is to encourage learners to understand opposing views and ideologies, appropriate to their age, understanding and abilities, and to be able to actively engage with them in informed debate, and we may use external agencies or speakers to facilitate and support this.

**Training**

Whole school in-service training on safeguarding will be organised for staff and governors on an annual basis and will comply with the prevailing arrangements agreed by the Local Authority. The annual training will provide specific guidance on extremism and radicalisation and its safeguarding implications.

The Designated Safeguarding Lead will attend training courses as necessary and the appropriate interagency training organised by the Local Authority at least every three years. Again this will include training on extremism and radicalisation and its safeguarding implications. Information is provided to staff as part of our safeguarding training programme (PREVENT and WRAP) to allow staff to identify possible changes in student behaviour that may suggest the student has become influenced by extremist ideology.

### **Role of Governing Bodies**

The Governing Bodies of our schools 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 The Clarke Report, details of our Governing Body will be published on our school website to promote transparency.

In line with the DfE guidance 'Keeping Children Safe in Education, 2021' the governing body will challenge the school's senior leadership team on the delivery of this policy and monitor its effectiveness.

Governors will review this policy annually 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 raised as part of the evaluation of the delivery of this policy.