



Preventing Radicalisation Policy

Created: Autumn 2015

Reviewed:

Background

This 'Preventing Radicalisation Policy' is part of our commitment to keeping children 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 children and young people 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 means they must work to prevent children being drawn into extremism.

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

Ethos

At Hayward's Primary School we ensure that through our vision, values, expectations and diverse curriculum and teaching we promote tolerance and respect for all cultures, faiths and lifestyles. The governing body also ensures that this ethos is reflected and implemented effectively in school policy and practice and that there are effective risk assessments in place to safeguard and promote pupils' welfare.

We have a duty to prepare our children for life in modern Britain and to keep them safe.

Pupils who attend Hayward's have the right to learn 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 children and young people 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: Departmental advice for maintained schools (DfE 2014)

Hayward's values freedom of speech and expression of beliefs as fundamental rights underpinning our society's values. Both pupils and teachers have the right to speak freely and voice their opinions. However, freedom comes with responsibility and free speech that is designed to manipulate the vulnerable or that leads to violence and harm goes against the moral principles in which freedom of speech is valued. Free speech is not an unqualified privilege; it is subject to laws and policies governing equality, human rights, community safety and community cohesion.

The threat from terrorism in the UK may include the exploitation of vulnerable people, to involve them in terrorism or in activity in support of terrorism. The normalisation of extreme views may also make children and young people vulnerable to future manipulation and exploitation. Hayward's School is clear that this exploitation and radicalisation should be viewed as a safeguarding concern.



Hayward's seeks to protect children and young people against the messages of all violent extremism.

Risk

The governors, headteacher and designated safeguarding lead will assess the level of risk within school and put actions in place to reduce that risk. Risk assessment may include consideration of the school's RE curriculum, SEND policy, assemblies, the use of the school by external agencies, inclusion policy, positive behaviour management policy and anti-bullying policy.

Risk assessment will be reviewed as part of the annual s175 return that is monitored by the Local Authority and the Local Safeguarding Children Board.

Response

Schools are required to identify a Prevent Single Point of Contact (SPOC) who will be the lead within the organisation for safeguarding in relation to protecting individuals from radicalisation. The SPOC for Hayward's School is Emma Summerfield. The responsibilities of the SPOC are described in appendix 1.

When any member of staff has concerns that a pupil might be at risk they should speak with the SPOC and to the DSL if this is not the same person. The process can be found in appendix 2.

Internet Safety

The internet provides children to a wide range of content, some of which is harmful. Extremists use the internet, including social media, to share their messages. The filtering system in our school blocks inappropriate content.

We also filter out social media. Searches and web addresses are monitored and staff will alert SLT where there are concerns and prevent further access when any inappropriate sites that are unblocked are found. Where any staff, pupils or visitors find unblocked extremist content they must report it to a member of SLT.

We are aware that children may have unfiltered internet access when using a mobile phone. Our school's policy is that mobile phones are not used by pupils in school and are handed in to the school office during school hours.

Staff sign up to a Code of Conduct agreeing to correct and safe internet use. Pupils sign a home/school agreement signing up to our SMART internet use rules.

Pupils 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, are able to recognise the signs of vulnerability or radicalisation and know how to refer their concerns. This information also forms part of induction safeguarding training. Staff are updated as necessary in safeguarding briefings.

Appropriate staff will attend safeguarding and prevention 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 'Keeping Children Safe in Education' (2015). DBS checks are undertaken on relevant people, including governors and volunteers.

Visitors

Visitors to school are made aware of our safeguarding and child protection policies on arrival at school and are given information about what to do if they are concerned about any aspect of child welfare.



Visitors who are invited to speak to pupils for events and assemblies will be supervised and will not speak with the children unless a member of staff is present. Due diligence is taken to ensure that visiting speakers are appropriate. Staff must obtain permission from a member of SLT before inviting speakers into school.

The school is vigilant to the possibility that after school letting of the premises may be requested inappropriate groups. The school does not accept lettings for individuals or organisations that are extremist in their views.

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. These include:

- Underachievement
- Being in possession of extremist literature
- Poverty
- Social exclusion
- Traumatic events
- Global or national events
- Change in behaviour
- Extremist influences
- Conflict with family over lifestyle
- Confused identity
- Victim or witness to hate crimes
- Rejection by peers, family, social groups or faith

Recognising Extremism

Early indicators may include:

- Showing sympathy for extremist causes
- Glorifying violence, especially to other faiths or cultures
- Advocating extremist messages
- Out of character behaviours, peer relationships, change in dress
- Secretive behaviour
- Inappropriate on line searches or messages
- Attempts to impose extremist views on others
- Verbalising anti-Western or anti-British views
- Advocating violence towards others

Monitoring & Review

This policy will be monitored by the governing body by receiving a report from the SPOC alongside annual review of other school safeguarding policies.

Signed: _____ Headteacher Date: _____

Signed: _____ Chair of Governors Date: _____



Appendix 1

Roles and Responsibilities of the Single Point of Contact (SPOC)

The SPOC for Hayward's Primary School is Emma Summerfield who is responsible for:

- Ensuring that staff of the school are aware that you are the SPOC in relation to protecting pupils from radicalisation and involvement in terrorism
- Maintaining and applying good understanding of the relevant guidance in relation to preventing pupils becoming involved in extremist behaviour
- Raising awareness about the role and responsibilities of Hayward's in relation to protecting pupils from radicalisation
- Monitoring the effect in practice of policies relating to this to ensure that they are used to promote community cohesion and tolerance of different faiths and beliefs
- Raising awareness within the school about safeguarding processes relating to protecting pupils from radicalisation and involvement with terrorism
- Acting as first point of contact within school for case discussions relating to pupils who may be at risk
- Collating information in relation to referrals of vulnerable pupils into the Channel process
- Attending Channel meetings as necessary and carrying out any agreed actions
- Reporting progress on actions to the Channel co-ordinator
- Sharing any information in a timely manner

Channel is a multi-agency referral and intervention approach to provide support to individuals who are at risk of being drawn into terrorist related activity. It is led by Devon and Cornwall Police Counter-Terrorism Unit.

Appendix 2

What we do when we are concerned

Where risk factors are present but there is no evidence of a particular risk then our DSL / SPOC advises us on preventative work that can be done in school to engage the pupil into mainstream activities and social groups. The DSL may well be the person who talks to the pupil's family, sharing school's concerns about the young person's vulnerability and how the family and school can work together to reduce the risk.

In this situation, depending on our degree of worry and what we agree with the parents/carers and the young person

- The DSL or SPOC can decide to notify MASH of the decision so that a strategic overview can be maintained and any themes or common factors can be recognised and
- The school will review the situation following any actions taken to address the concerns

The DSL/SPOC will also offer and seek advice about undertaking an Early Help assessment such as a DAF and/or making a referral to children's services.

If the concerns are significant and meet the additional needs/complex needs criteria, they will be referred to MASH. This includes concerns about a pupil who may be affected by the behaviour of a parent or other adult in their household.

If deemed necessary, serious incidents will be discussed and referred to the Prevent Team at Devon and Cornwall Police.