Castilion Primary School

Tackling Extremism and Radicalisation Policy

Amadeus
Primary Academies Trust
Limitless Learning Together

Castilion Primary School

Castilion Primary School is fully committed to safeguarding and promoting the welfare of all its pupils. As a school 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.

Aims and principals

The main aims of this policy statement are to ensure that staff are fully engaged in being vigilant about radicalisation; that they overcome professional disbelief 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. The principle objectives are that:

➢ All Staff and Governors will understand what radicalisation and extremism are and why we need to be vigilant in school.

➢ All Staff and Governors will know what the school policy is on anti-radicalisation and extremism and will follow the policy when issues arise.

➢ All parents and pupils will know that the school has policies in place to keep pupils safe from harm and that the school regularly reviews its systems to ensure they are appropriate and effective.

Definitions and indicators

Extremism is the vocal or active opposition to our fundamental values, including democracy, the rule of law, individual liberty and the mutual respect and tolerance of different faiths and beliefs. This also includes calling for the death of members of the armed forces. Radicalisation is the process of a person legitimising support for, or use of, terrorist violence.

Procedures and referrals

Although serious incidents involving radicalisation have not occurred at Castilion Primary School 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 professional disbelief that instances of radicalisation 'could not happen here' and to refer any concerns through the appropriate channels (currently via the Designated Safeguarding Lead or Principal).

We believe that it is possible to intervene to protect people who are vulnerable. Early intervention is vital and staff must be aware of the established processes for front line professionals to refer concerns about individuals and/or groups. We must have the confidence to challenge, the confidence to intervene and ensure that we have strong safeguarding practices based on the most up-to-date guidance and best practice.

The Headteacher will discuss the most appropriate course of action on a case-by-case basis and will decide when a referral to external agencies is needed.

The role of the curriculum

Our curriculum promotes respect, tolerance and diversity. We are committed to ensuring that our pupils are offered a broad and balanced curriculum that aims to prepare them for life in modern Britain. Children are encouraged to share their views and recognise that they are entitled to have their own different beliefs which should not be used to influence others. Our 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. Teaching the schools' 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. Children are regularly taught about how to stay safe when using the Internet and are encouraged to recognise that people are not always who they say they are online. They are taught to seek adult help if they are upset or concerned about anything they read or see on the Internet.

Role of the 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 will support the ethos and values of our school and will support the school in tackling extremism and radicalisation. In line with the provisions set out in the DfE guidance 'Keeping Children Safe in Education 2018' the governing body will challenge the school's senior management team on the delivery of this policy and monitor its effectiveness.

Recruitment

The arrangements for recruiting all staff, permanent and volunteers, to our school will follow Bexley'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 seek to limit the 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.

STAFF TRAINING

Through 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.
Links to other policies:

- Child Protection
- Anti-bullying policy
- Rights Respecting Behaviour policy
- Computing and ICT policy

Procedures and referrals

Any colleague with concerns will speak to the Designated Safeguarding Lead (Charlotte) or the Principal (Yvonne Bishop). The concern will be logged and a timeline started. A MASH referral will be made.

Useful numbers and links

Prevent Duty
Guidance: https://www.gov.uk/government/publications/prevent-duty- guidance

Channel Guidance: https://www.gov.uk/government/publications/channel- guidance
https://www.bexley.gov.uk/services/community-safety-and-environment/prevent/what-prevent

CASTILION PRIMARY SCHOOL
PREVENT RISK ASSESSMENT – EXTREMISM AND RADICALISATION

Radicalisation is defined as the process by which people come to support terrorism and extremism and, in some cases, to then participate in terrorist groups.

"**Extremism** 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. We also include in our definition of extremism calls for the death of members of our armed forces, whether in this country or overseas" (HM Government Prevent Strategy 2011)

Since the publication of the **Prevent Strategy**, there has been an awareness of the specific need to safeguard children, pupils and families from violent extremism. There have been attempts to radicalise vulnerable children and pupils to hold extreme views including views justifying political, religious, sexist or racist violence, or to steer them into a rigid and narrow ideology that is intolerant of diversity and leaves them vulnerable to future radicalisation.

Risk Area	Hazard	Individuals at risk	Initial Risk Low Medium High	Control Measures	Notes/Additional Controls	Residual Risk Low Medium High
Welfare and Safeguarding	Staff or other contracted providers (e.g. regular supply or agency staff) are not aware of the school procedure for handling concerns and or do not feel comfortable sharing issues internally	Pupils	High	• Designated Safeguarding Leads to have received 'Prevent' awareness training and have disseminated the training and salient points to all staff, Governors and other regular contracted staff in the setting • Contracted staff are made aware of the person to whom concerns are to be reported • Preventing pupils from being exposed to radicalisation or extremism is part of safeguarding policies and procedures i.e. Safeguarding & Child Protection, Online Safety etc. • Staff have received appropriate training and are familiar with our Safeguarding & Child Protection Policy and procedures • All staff are trained on the online reporting system, CPOMS • Concerns are reported to the DSLs • Records are held of any referrals with an audit trail being maintained – regular monitoring by the DSLs takes place	Part of induction and annual training procedures.	Low

Risk Area	Hazard	Individuals at risk	Initial Risk Low Medium High	Control Measures	Notes/Additional Controls	Residual Risk Low Medium High
	Pupils are radicalised by factors internal or external to the school	Pupils	High	• We have a range of activities to promote the spiritual, moral, social and emotional needs of pupils aimed at protecting them from radical and extremist influences through the PSHEC curriculum • Staff deliver training to help pupils develop critical thinking around influence, social media and other online safety • Staff and other adults working with pupils are challenged if opinions or language expressed are contrary to community cohesion or 'Fundamental British values' • Staff are able to challenge pupils, parents or governors if opinions expressed are contrary to community cohesion or FBV • Staff are aware of local factor i.e. political views etc. which might have an influence on pupils • Staff in EYFS undertaking home visits are briefed on the signs to look out for around the home environment	PSHCE Curriculum overview	Low
	School does not work with statutory partners and agencies and/or does not feel comfortable sharing extremism related concerns externally	Pupils	Medium	• We communicate regularly with statutory partners and agencies regarding a range of concerns • All staff are aware that concerns are reported to the DSLs • We have an appropriate internal referral process in place for all child protection matters including extremism and the DSLs are aware of how to expedite concerns to other agencies.	Website review as part of website update	Low
Curriculum and Learning	Pupils are exposed by school staff or contracted providers to messages supportive of extremism, terrorism or which contradicts 'British values'	Pupils	Medium	• We have appropriate whistleblowing procedures and a range of 'safeguarding' policies which are known and understood by staff, volunteers and regular contracted staff • Staff and other adults working with pupils are challenged if opinions or language expressed are contrary to community cohesion or F B V • Opportunities to promote FBV are clearly identified within all curriculum areas • Areas of the curriculum e.g. PSHEC are used for controlled and safe debate and discussion on radical or extreme issues and ideologies • We have appropriate filters in place which reduce the risk of pupils being able to access inappropriate information via the school IT system. • Securus monitoring software in place and checked weekly by DHTs (DSLs)	Ongoing training/information sharing with staff and governors as new guidance emerges	Low
	Behaviours which harm the ability of different groups and individuals to learn and work together	Pupils and staff	High	• We have Equality Objectives in place which are understood by staff and others who regularly work in the setting • Pupils are taught about respect for other cultures and gain an understanding of community cohesion through the school's work on Unicef Rights Respecting Schools Award and PSHEC	Class and Phase Assemblies	Low

Risk Area	Hazard	Individuals at risk	Initial Risk Low Medium High	Control Measures	Notes/Additional Controls	Residual Risk Low Medium High
	are left unchallenged			curriculum to promote the setting's ethos and values • Displays and other literature available in school reflects and encourages diversity and community cohesion • Positive Pupil Behaviour Policy includes information on anti-bullying strategies and preventative measures for dealing with bullying • Inappropriate behaviour, language and attitudes are challenged by staff and, where staff or other adults are involved, by the Pastoral Team and Senior Leaders • Work with local police and community links/other schools to develop work with pupils identified as at risk and vulnerable.	UNICEF Silver RRSA accreditation 2023	
Organisational Culture	Staff or contracted providers are not aware of/do not subscribe to the ethos and values of the school	Pupils and staff	High	• Senior Leadership Team are aware of the 'Prevent' Strategy and its objectives as it relates to both the national and local context and take steps to ensure that the overall values and ethos of the school reflect strategies to support the 'Prevent' duty for schools • Clear awareness of roles and responsibilities regarding 'Prevent' exist across the school • Recruitment, selection and induction programmes exist which include reference to the ethos and values of the school • Staff development programmes include reference to 'British values' and to the promotion of community cohesion • Guidance and literature is available for staff on the 'Prevent duty' and local aspects of extremism and radicalisation • A process is in place to identify and develop 'lessons learned' identified either by us or by other organisations/advisers		Low
	Staff are unable to raise extremism related organisational concerns due to the lack of an appropriate Whistle blowing procedure	Pupils and staff	High	• Appropriate whistleblowing procedures are in place and adults working with pupils are made aware of them • All staff are trained on the online reporting system, CPOMS • Records are kept of incidents which are reported to the DSLs for consideration and, where appropriate, are referred on to the appropriate agency	Ongoing CPOMS refresher training	Low
Visiting speakers/ environment	Pupils/staff are exposed by visiting speakers to messages supportive of extreme ideologies or which contradict 'British values'	Pupils and staff	medium	• There is a 'No Platform for Extremism' policy in place and understood by all staff • Materials to be delivered by external speakers are discussed with the speaker prior to delivery • Visiting speakers are not left alone with pupils	Assemblies,	Low

| | Extremist or terrorist related material is displayed within the setting | Pupils/staff /others | medium | • The appropriateness and relevance of all materials or literature are considered prior to display
• Staff concerns are discussed with the DSLs before materials are used
• Requests for externally provided materials to be displayed are considered | | Low |