Ravensfield Primary School

Preventing Extremism and Radicalisation Safeguarding Policy

Reviewed: June 2023

Introduction

Ravensfield Primary School is committed to providing a secure environment for pupils, where children 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 children or not.

In adhering to this policy and the procedures therein, staff and visitors will contribute to the delivery of the outcomes to all children, as set out in s10 (2) of the Children Act 2004.
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 (s157 of the Education Act 2002.

Our school's Preventing Extremism and Radicalisation Safeguarding Policy also draws upon the guidance contained in the:

- Tameside Safeguarding Children Partnership (TSCP)
- Keeping Children Safe in Education, 2022
- Counter Terrorism and Security Act 2015
- Prevent Duty Guidance 2015 (updated April 2021)
- Working together to Safeguard Children 2015 (updated December 2020)
- Tackling Extremism in the UK (2013)
- DfE's "Teaching Approaches that help Build Resilience to Extremism among Young People" 2011

Links to other Policies

This policy is linked to the following school policies:

- Safeguarding and Child Protection policy
- Equality plan and statement
- Anti-Bullying policy
- Behaviour Policy
- E-Safety Policy School

Ethos and Practice

When operating this policy Ravensfield 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 of our armed forces, whether in this country or overseas'.

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.

As a school we recognise that extremism and exposure to extremist materials and influences can lead to poor outcomes for children and so should be addressed as a safeguarding concern as set out in

this policy. We also recognise that if we fail to challenge extremist views we are failing to protect our pupils.

Extremists of all persuasions aim to develop destructive relationships between different communities by promoting division, fear and mistrust of others based on ignorance or prejudice and thereby limiting the life chances of young people. Education is a powerful weapon against this; equipping young people with the knowledge, skills and critical thinking, to challenge and debate in an informed way.

Therefore, at Ravensfield, we will provide a broad and balanced curriculum, 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 Ravensfield we are aware that young people can be exposed to extremist influences or prejudiced views from an early age which emanate from a variety of sources and media, including via the internet, and at times pupils may themselves reflect or display views that may be discriminatory, prejudiced or extremist, including using derogatory language.

Any prejudice, discrimination or extremist views, including derogatory language, displayed by pupils or staff will always be challenged and where appropriate dealt with in line with our Behaviour Policy for pupils and the Code of Conduct for staff.

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

Our school will closely follow any locally agreed procedure as set out by the Local Authority (LA) and/or the LA's Safeguarding Children Partnership agreed processes and criteria for safeguarding individuals vulnerable to extremism and radicalisation.

Teaching Approaches

We will all strive to eradicate the myths and assumptions that can lead to some young people becoming alienated and disempowered, especially where the narrow approaches children may experience elsewhere may make it harder for them to challenge or question these radical influences. 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 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 extremism and are skilled and confident enough to challenge it.

We will be flexible enough to adapt our teaching approaches, as appropriate, so as to address specific issues so as to become even more relevant to the current issues of extremism and radicalisation and we will apply the methodologies following the three broad categories of:

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

Therefore, this approach will be embedded within the ethos of our school so that pupils know andunderstand what safe and acceptable behaviour is in the context of extremism and radicalisation.

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 through our Restorative Conversation approaches used by all staff.We will achieve this by using a curriculum that includes:

- PHSE Programme of Study
- Open discussion and debate
- Work on anti-violence and a restorative approach addressed throughout our curriculum

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- Focussed educational programmes

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 in challenging extremist views and to assist in the broadening of our pupil's experiences and horizons. We will help support pupils who may be vulnerable to such influences 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 mentoring. Additionally, in such instances our school will seek external support from the LocalAuthority and/or local partnership structures working to prevent extremism.

At Ravensfield we will promote 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. It is indeed our most fundamental responsibility to keep our pupils safe and prepare them for life in modern multicultural Britain and globally.

Use of External Agencies and Speakers

At Ravensfield, 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. Such vetting is to ensure that we do not unwittingly use agencies that contradict each other with their messages or that are inconsistent with, or are in compete opposition to, the school's values and ethos. We must be 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 properly embedded in the curriculum and clearly mapped to schemes of work to avoid contradictory messages or duplication.
- Activities are matched to the needs of pupils
- Activities are carefully evaluated by schools to ensure that they are effective

We recognise, however, that the ethos of our school is to encourage pupils 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.

Therefore, by delivering a broad and balanced curriculum, augmented by the use of external sourceswhere appropriate, we will strive to ensure our pupils recognise risk and build resilience to manage any such risk themselves where appropriate to their age and ability but also to help pupils develop the critical thinking skills needed to engage in informed debate.

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Whistle Blowing and Child Protection

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 School Whistle Blowing Policy.

Child Protection and Safeguarding

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

Staff at Ravensfield will be alert to the fact that while 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.

All adults working at Ravensfield (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 a Designated Safeguarding Lead.

Role of the Designated Safeguarding Lead

The Designated Safeguarding Leads are: Mrs K Leyland, Mrs R Dawson, Mrs P Turnbull, Mrs D Evans, Miss V Novak and Mrs C Kennedy.

The Designated Safeguarding Leads work in line with the responsibilities as set out in 'Keeping Children Safe in Education'.

The Designated Safeguarding Leads are the focus and local 'experts' 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.

The Inclusion Lead is Miss V Novak and the Governor with SEN responsibility is Mrs J Nelson. Staff are trained in the PREVENT strand of the Government's counter-terrorism strategy.

Training

Whole school in-service trainings on Safeguarding and Child Protection are organised for staff and governors at least every year and will comply with the prevailing arrangements agreed by the Local Authority and the LA's Safeguarding Children Partnership and will include training on extremism and radicalisation and its safeguarding implications.

The Designated Safeguarding Leads will attend LA training courses as necessary and the appropriate interagency training organised by the LA Safeguarding Children Partnership at least every two years. This will include training on extremism and radicalisation and its safeguarding implications.

Recruitment

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The arrangements for recruiting all staff - permanent and volunteers - to our school will follow the LA'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 radicalisationas 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 support the ethos and values of our school and will support Ravensfield in tackling extremism and radicalisation.

In line with the provisions set out in the DfE guidance Keeping Children Safe in Education, 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 regularly (every two 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.

Reviewing the policy

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 the school website.

At Ravensfield, the Headteacher will actively evaluate the effectiveness of this policy by monitoring staff understanding and application of the procedures within this policy as their overall duty to safeguard children.

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