

<i>Policy adopted by Governors</i>	<i>June 2017</i>
<i>Policy to be reviewed annually by the Governors' Strategy Team (Website)</i>	<i>March 2021</i>
<i>Policy to be reviewed next</i>	<i>March 2022</i>

## **BOWER GROVE SCHOOL** **TACKLING EXTREMISM AND RADICALISATION POLICY**

Bower Grove School is proud to provide a values-led curriculum with a rights respecting agenda. We are an inclusive school and provide excellent pastoral and well-being support to all our pupils and foster community links at every opportunity.

At our school there is no place for extremist views of any kind. Our pupils know that our school is a safe place, and all adults at Bower Grove have a duty of care to ensure that this happens.

The Government definition of extremism in its 'Prevent Strategy' 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.'*

We recognise that exposure to extremism materials and influences can lead to poor outcomes and will be addressed as a safeguarding concern as set out in this document. We acknowledge that if we fail to challenge extremist views we are failing to protect our pupils. Tackling extremism comes under the remit of our Designated Safeguarding Lead (DSL).

Education is a powerful tool against the ignorance, division and fear created by extremism. We will provide pupils with the knowledge, skills and critical thinking to challenge extremist ideas.

### **SCHOOL ETHOS AND PRACTICE**

At Bower Grove, we provide a broad and balanced curriculum in the context of our values and rights so that our children embrace difference and diversity and feel valued members of our school community.

We are aware that pupils can be exposed to extremist influences or prejudiced views from early childhood through a variety of sources and media, and that they may at times reflect or display views which may be discriminatory, prejudiced or extremist or use offensive language.

Any discrimination, prejudice or extremist views, including offensive language, shown by pupils or staff will be dealt with in line with our Behaviour Policy and Staff Code of Conduct, and will always be addressed.

### **TEACHING APPROACHES**

Our teaching will support our school ethos 'Together we inspire and achieve' and ensure that pupils do not feel alienated or disempowered.

We place high priority on spiritual, moral, social and cultural development, which we achieve through our quality delivery of:

- PSHE
- World Beliefs
- Global Learning

- Philosophy for Children
- Values-led curriculum
- School Values
- School assemblies

Which all instil in our pupils a positive and strong self-identity and foster a sense of belonging.

We adhere to the main methods outlined in the governmental guidance 'Teaching Approaches that help build resilience to extremism among young people.' (DfE 2011):

- We make good connections with our pupils through good teaching design and a child-centred approach.

We also recognise our duty under section 26 of the Counter-Terrorism and Security Act 2015 to have "due regard to the need to prevent people from being drawn into terrorism". As identified in 'The Prevent Duty' (DfE, June 2015):

- Staff are able to identify pupils who may be vulnerable to radicalisation.
- Build pupils resilience to radicalisation.
- Provide a safe space in which pupils, young people and staff can understand the risks associated with terrorism and develop the knowledge and skills to be able to challenge extremist arguments.

We promote the values of democracy through our School Council, Eco Schools, House Captains and ample opportunities to vote on decisions regarding our school.

We value the rule of law and individual liberty, mutual respect and tolerance to those of other faiths, backgrounds and beliefs. We teach all our children to respect each other and tolerate differences.

### **THE 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 support our ethos and values, and will support us in tackling any form of radicalisation or extremism.

### **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 THE DESIGNATED SAFEGUARDING LEAD**

**General safeguarding principles apply to keeping children safe from the risk of radicalisation as set out in the relevant statutory guidance, ‘Working together to safeguard children’, (DfE, July 2018) and ‘keeping children safe in education’, (DfE, Sept 2020).**

‘Children are vulnerable to extremist ideology and radicalisation. Similar to protecting children from other forms of harms and abuse, protecting children from this risk should be a part of a schools’ or colleges’ safeguarding approach. There is no single way of identifying whether a child is likely to be susceptible to an extremist ideology. Background factors combined with specific influences such as family and friends may contribute to a child’s vulnerability. Similarly, radicalisation can occur through many different methods (such as social media or the internet) and settings (such as within the home). However, it is possible to protect vulnerable people from extremist ideology and intervene to prevent those at risk of radicalisation being radicalised.

As with other safeguarding risks, staff should be alert to changes in children’s behaviour, which could indicate that they may be in need of help or protection. Staff should use their judgement in identifying children who might be at risk of radicalisation and act proportionately which may include the designated safeguarding lead (or deputy) making a Prevent referral. The school’s or college’s designated safeguarding lead (and any deputies) should be aware of local procedures for making a Prevent referral.’ (KCSIE, DfE, 2020)

### **ROLE OF STAFF**

It is the role of staff to understand the issues of radicalisation and know how to refer their concerns.

### **ONLINE SAFETY**

The internet and social media provides pupils 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 in our school blocks inappropriate content, including extremist content. The school also uses eSafe as an externally maintained network monitoring system with weekly safeguarding reports including a relevant glossary of watchwords to identify any inappropriate content on the school system.

### **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 concern. . An online general awareness training module on Channel is accessed by all staff as part of induction safeguarding training: <https://www.elearning.prevent.homeoffice.gov.uk/edu/screen.1.html>. This provides an introduction to extremism, including how to identify factors that can make people vulnerable to radicalisation, and case studies illustrating the types of intervention that may be appropriate. Staff are updated as necessary in weekly safeguarding briefings.

### **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 (2020). Vetting and barring checks are undertaken on relevant people including Governors and volunteers.

**Linked policies:**

Behaviour Policy

Anti-bullying Policy

Child Protection and Safeguarding Policy

Equalities Policy

Online Safety Policy

Whistleblowing Policy

Teaching and Learning Policy