Roundwood Park School

Preventing Radicalisation Policy

Reviewed: March 2024
Next review: March 2027
Students, Families and Community Committee

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 students start to become radicalised. In March 2015, new statutory duties were placed on schools by the Counter Terrorism and Security Act (2015) which states they must have "due regard to the need to prevent people from being drawn into terrorism". This duty is known as Prevent duty, which has since been updated in January 2024.
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. As with other safeguarding risks, staff should be alert to changes in children's behaviors, which could indicate that they may be in need of help or protection.

Ethos

At Roundwood Park School we ensure that through our school vision, values, behaviour policy, diverse curriculum and teaching we promote respect for people of all cultures, faiths and lifestyles. The governing board also ensures that this ethos is reflected and implemented effectively in school policy and practice in order to safeguard and promote students' welfare. We have a duty to prepare our children for life in modern Britain and to keep them safe. Students who attend our school 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 (2023)
- Revised Prevent Duty Guidance: For England and Wales (2023)
- Working Together to Safeguard Children (2018)

- Non-statutory Guidance
- Prevent duty: additional advice for schools and childcare providers (DfE 2015)
- Prevent duty self-assessment tool for schools (DfE 2022)
- Making a Referral to Prevent (DfE 2022)
- Prevent DSL Handbook for schools and colleges (DfE 2022)
- Educate against Hate (DfE and Home Office advice website)
- Extremism and Radicalisation Safeguarding Resources (London Grid for Learning)
- Meeting digital and technology standards in schools and colleges (DfE 2024)
- Improving the spiritual, moral, social and cultural (SMSC) development of pupils: supplementary information (DfE 2014)

Related Policies

- Acceptable Use (ICT) Policy
- Student Discipline (Behaviour for Learning) Policy
- Child Protection Policy
- Single Equality Scheme
- Lettings Policy
- Staff Code of Conduct
- Curriculum policy
- Whistle-blowing Policy
- Safer Recruitment Policy

Definitions

Extremism is defined in the 2011 Prevent strategy as 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.

Radicalisation refers to the process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups.

Terrorism is an action that endangers or causes serious violence to a person/people; causes serious damage to property; or seriously interferes or disrupts an electronic system. The use or threat must be designed to influence the government or to intimidate the public and is made for the purpose of advancing a political, religious or ideological cause.

British Values are democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs.

Roles and Responsibilities

Role of the Governing Board
It is the role of the governing board to ensure that the school meets its statutory duties with regard to preventing radicalisation.
The governing board has a nominated person who will liaise with the Headteacher and other staff about issues to do with protecting children from radicalisation.

The named governor is **Eve Audis**.

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 Designated Senior Person for Child Protection
It is the role of the designated senior person for child protection to:
- ensure that staff understand the issues of radicalisation, are able to recognise the signs of susceptibility and of radicalization, know how to refer their concerns and can challenge extremist ideas.
- receive safeguarding concerns about children and young people who may be susceptible to the risk of radicalisation or are showing signs of radicalisation
- be aware of the potential risks of individuals being drawn into terrorism in our local area
- be aware of local procedures for making a Prevent referral
- make referrals to appropriate agencies with regard to concerns about radicalisation
- liaise with partners, including the local authority and the police
- report to the governing board on these matters
- ensure measures are in place to protect pupils from harmful online content, including setting up appropriate filtering and monitoring systems.

Role of staff
It is the role of staff to understand the issues of radicalisation, are able to recognise the signs of susceptibility and of radicalisation and know how to refer their concerns.

Curriculum
We are committed to ensuring that our students are offered a broad and balanced curriculum.
We aim to:

- promote fundamental British values throughout the curriculum.
- ensure that all learners within the school are consulted on a regular basis about their safety and well-being
- ensure staff have high levels of safeguarding training to identify children at risk
- have high expectations for all of our students in terms of behaviour and progress
- develop softer skills through our ASPIRE learning habits
- use teaching resources from a wide variety of sources to help learners to understand a wide range of faiths and beliefs
- explore and promote diversity and shared values between communities

These values support the development of the whole child as a reflective learner within a calm, caring, happy and purposeful atmosphere. Teaching the school's 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

Internet Safety

The internet provides children and young people 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 and social media, and meets all filtering and monitoring standards as described in the DfE's Filtering and Monitoring standards. Searches and web addresses are monitored, and the IT team and the DSL are alerted to concerns flagged by the system. This filtering and monitoring system is audited regularly to ensure suitability. Where staff, students or visitors find unblocked extremist content they must report it to the DSL.

We are aware that children and young people have access to unfiltered internet when using their mobile phones and staff are alert to the need for vigilance in the rare occasions during which students are using their phones.

The ICT Acceptable Use Policy refers to preventing radicalisation and related extremist content. Students and staff are asked to confirm they have read and understood the ICT Acceptable Use Policy by electronically agreeing to it on a termly basis. Students and staff know how to report internet content that is inappropriate or of concern.

More generally, schools have an important role to play in equipping children and young people to stay safe online, both in school and outside. Internet safety is therefore integral to the school's PSHCE curriculum.

Staff Training

Staff are given Prevent training to help them understand the issues of radicalisation, be able to recognise the signs of susceptibility and of radicalisation and know how to refer their concerns. This information also forms part of induction safeguarding training whereby all staff now complete Prevent training online as part of their induction programme. After this initial training, staff are updated regularly about local issues and national updates, and receive face-to-face training as part of our rolling safeguarding updates.

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 (2023).* Vetting and barring checks are undertaken on relevant individuals, including governors and volunteers.

Risk reduction

The school governors, the Headteacher and the designated senior person will assess the level of risk within the school and put actions in place to reduce that risk. Risk assessment may include consideration of the school's PRE curriculum, SEND policy, assembly content, E Safety policy, visiting speakers, the use of school premises by external agencies, Anti-bullying policy and other issues specific to the school's profile, community and philosophy.

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

We undertake due diligence to ensure that visiting speakers are appropriate. Speakers will be supervised at all times and will not be allowed to speak to children without a member of staff being present. Staff must not invite speakers into school without first obtaining permission from the Headteacher or delegated persons.

'No platform for extremists'

The school is vigilant to the possibility that out-of-hours hire of the school premises may be requested by people wishing to run an extremist event. The school does not knowingly accept bookings from individuals or organisations that are extremist in their views.

Signs of susceptibility

Although there is no single way of identifying whether a child is likely to be susceptible to extremist ideologies, there are possible indicators that should be taken into consideration alongside other factors and contexts. Signs of susceptibility may include the following which may be present on, or offline:

- underachievement
- being in possession of extremist literature
- poverty
- social exclusion
- traumatic events
- global or national events
- religious conversion
- change in behavior
- extremist influences
- conflict with family over lifestyle
- confused identity
- victim or witness to race or hate crimes
- rejection by peers, family, social groups or faith

Recognising Extremism

Early indicators of radicalisation or extremism may include the following which may be present on, or offline:

- Becoming increasingly argumentative, obsessive or have an angry desire for change
- Refusing to listen to different points of view
- Embracing conspiracy theories
- Feeling persecuted
- Converting to a new religion
- showing sympathy for extremist causes
- glorifying violence, especially to other faiths or cultures
- making remarks or comments about being at extremist events or rallies outside school
- evidence of possessing illegal or extremist literature
- advocating messages similar to illegal organisations or other extremist groups

- out of character changes in dress, behaviour and peer relationships (but there are also very powerful narratives, programmes and networks that young people can come across online so involvement with particular groups may not be apparent)
- secretive behaviour
- online searches or sharing extremist messages or social profiles
- Changing online identity (e.g. twitter handle) or having more than one online identity
- intolerance of difference, including faith, culture, gender, race or sexuality
- graffiti, art work or writing that displays extremist themes
- attempts to impose extremist views or practices on others
- verbalising anti-Western or anti-British views
- advocating violence towards others

We also acknowledge that there may be occasions where extreme behavior is exhibited without warning. It is important that staff know the students they teach and through effective systems in school are able to convey any concerns about a child to either parents or relevant staff in school.

Referral Process

Staff and visitors to the school must refer all concerns about children and young people who show signs of susceptibility and of radicalisation to the Designated Senior Person for Safeguarding using the usual methods for reporting other safeguarding concerns.

DSP: Hannah Semple

Deputy DSP: Paula Cunningham
     Holly Jackson
     Laura Davies
     Tracey McAlinney
     Carl Rowlands
     Joelle Sweatman
     Fiona Bridgman
     Sue Wilkins
     Chris Wilson
     Becky Roberts
     Kevin Norwood

Link governor for Safeguarding: Eve Audis

When there are significant concerns about a student the DSP, in liaison with the Headteacher, will make a referral to Children's Services, marking the referral with 'Prevent'. This will be passed to the Counter Terrorism and Domestic Extremism department.

SOPHIE LAWRENCE is the HCC Prevent Programme Manager Phone: 01438 735396

Mobile: 07773094897 **Email: sophie.lawrence@hertfordshire.gov.uk**

Hertfordshire Children's Services: 0300 123 4043

Hertfordshire Prevent Referral: prevent@herts.pnn.police.uk

Monitoring and Review

This policy will be monitored by the governing board at least annually by receiving a report from the DSP.

Signed (Headteacher)

ACHenshall

Signed (Chair of Governors)

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Date 18.04.24

This policy has undergone an equality impact assessment in accordance with the school's Public Sector Equality Duty under the Equality Act 2010.