



**Khalsa Primary School**  
Faith inspired education



# PREVENTING RADICALISATION POLICY

Policy Title	Preventing Radicalisation
Approval Date:	Autumn 2018
Review Date / Cycle	Every two years

## **Background**

This Preventing Radicalisation Policy is part of our commitment to keeping our pupils 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 Khalsa Primary School we ensure that through our school vision, values, relationships and small group 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 through School policy and practice and that there is an effective suite of safeguarding policies in place to safeguard and promote pupils' welfare.

We have a duty to prepare our pupils for life in modern Britain and to keep them safe. Everyone at Khalsa Primary School has the right to learn and work 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: DfE Departmental advice for maintained schools 2014

## **Related Policies**

- E-Safety and Internet use
- Behaviour
- Child Protection
- Equality
- Staff Handbook
- Anti Bullying
- Whistle-blowing
- Acceptable Use (ICT)

- Safeguarding
- Letting's
- Personal, Social and Health Education (PSHE) Policy
- Staff Code of Conduct
- Teaching and Learning
- Lockdown

This policy also recognises our Statement of British Values.

### **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.

**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 Body**

It is the role of the Governing Body to ensure that the School meets its statutory duties with regard to preventing radicalisation.

The Governing Body has a nominated person who will liaise with the Principal and other staff about issues to do with protecting pupils from radicalisation. This person is Mr Tarvinder Gill.

#### **Role of the Principal**

It is the role of the Principal to:

- ensure that the School and its staff respond to preventing radicalisation on a day-to-day basis
- ensure that the School curriculum addresses the issues involved in radicalisation
- ensure that staff conduct is consistent with preventing radicalisation

#### **Role of Designated Safeguarding Lead**

It is the role of the designated safeguarding lead to:

- ensure that staff understand the issues of radicalisation, that they are able to recognise the signs of vulnerability or radicalisation and know how to refer their concerns
- receive safeguarding concerns about pupils who may be vulnerable to the risk of radicalisation or are showing signs of radicalisation
- make referrals to appropriate agencies with regard to concerns about radicalisation
- liaise with partners, including the local authority and the police
- Report to the Management Committee on these matters

## **Role of staff**

It is the role of staff to understand the issues of radicalisation, that they are able to recognise the signs of vulnerability or radicalisation and know how to refer their concerns.

## **Curriculum**

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. We encourage our pupils to be inquisitive learners who are open to new experiences and are tolerant of others. Our values support the development of the whole child as a reflective learner within a safe respectful learning environment. 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.

'At Khalsa Primary School we are helping our children grow in mind, body and spirit. We aim for excellence in academic, emotional and spiritual areas of understanding.

Our children learn how to work with passion, ethics, honesty and self-discipline. They share their skills in service to the community, with love and without discrimination. They learn gratitude and self-discovery through learning how to connect with God. The whole school community aspires to work together as a genuine team, basing our daily practice in the five Sikh values of love, compassion, contentment, humility and truth.'

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

## **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 at our School blocks inappropriate content, including extremist content.

We also filter out social media, such as Facebook. Searches and web addresses are monitored and the ICT technician & ICT leader will alert senior staff where there are concerns and prevent further access when new sites that are unblocked are found.

Where staff, pupils or visitors find unblocked extremist content they must report it to a senior member of staff.

The Acceptable Use of ICT Policy refers to preventing radicalisation and related extremist content. Pupils and staff are asked to sign the annually to confirm they have understood what is acceptable.

We are aware that children and young people have access to unfiltered internet when using their mobile phones. Pupils are not allowed access to their phones during lessons. Staff are alert to the need for vigilance when pupils are using their phones during breaks.

The e-safety and internet user policy refers to preventing radicalisation and related extremist content. Pupils and staff 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, so that they are able to recognise the signs of vulnerability or radicalisation and know how to refer their concerns. This information also forms part of annual safeguarding training (Latest training July 2018).

### **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 2015. Vetting and barring checks are undertaken on relevant people, including the Management Committee and volunteers.

### **'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 accept bookings from individuals or organisations that are extremist in their views.

### **Visitors**

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 pupils without a member of staff being present.

Staff must not invite speakers into School without first obtaining permission from the Principal.

### **Signs of vulnerability**

There are no known definitive indicators that a young person is vulnerable to radicalisation, but there are number of signs that together increase the risk. Signs of vulnerability include:

- Underachievement
- Being in possession of extremist literature
- Poverty
- Social exclusion
- Traumatic events
- Global or national events
- Religious conversion
- Change in behaviour
- Extremist influences
- Conflict with family over lifestyle
- Confused identify
- 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:

- 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 college
- 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 (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
- 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

## **Referral Process**

Staff and visitors to the School must refer all concerns about pupils who show signs of vulnerability or radicalisation to the Designated Safeguarding Lead using the usual methods for reporting other safeguarding concerns.

When there are significant concerns about a pupil, the Designated Safeguarding Lead in liaison with the Principal will make a referral to the appropriate body, taking into consideration the CHANNEL protocols with the Local Authority.

## **Monitoring and Review**

The Governing Body will monitor and review the policy every two years.