



## **Extremism and Radicalisation Policy**

The aim of this policy is to provide:

- A framework for dealing with issues relating to vulnerability, radicalisation and exposure to extreme views and how the curriculum and ethos underpins how the school deals with such incidents.
- An understanding for all governors and staff of what radicalisation and extremism are and why we need to be vigilant in school.
- All parents/carers with the knowledge 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.

### **Rationale**

Park Lane Learning Trust is fully committed to safeguarding and promoting the welfare of all its pupils. Every member of staff recognises that safeguarding against radicalisation and extremism is no different to safeguarding against any other vulnerability in today's society. The Extremism and Radicalisation Policy sets out our beliefs, strategies and procedures to protect vulnerable individuals from being radicalised or exposed to extremist views, by identifying who they are and promptly providing them with support. This policy should be read in conjunction with the following policies:

- Safeguarding & Child Protection Policy
- Equality Policy
- Anti-Bullying Policy
- Positive Behaviour Management Policy
- E-Safety Policy

### **Definitions**

Radicalisation is defined as the act or process of making a person more radical or favouring of extreme or fundamental changes in political, economic or social conditions, institutions or habits of the mind.

Extremism is defined as the holding of extreme political or religious views.

### **Statutory Duty of the School**

The Headteacher together with the Governing Body are responsible for the implementation of this policy to ensure students are educated and encouraged to support British Values.

## Implementation

Governors and staff are aware of behaviour indicators which may highlight a child is at risk of being radicalised or exposed to extreme views. These include:

- Spending increasing time in the company of other suspected extremists.
- Changing their style of dress or personal appearance to accord with the group.
- Day-to-day behaviour becoming increasingly centred on an extremist ideology, group or cause.
- Loss of interest in other friends and activities not associated with the extremist ideology, group or cause.
- Possession of materials or symbols associated with an extremist cause.
- Attempts to recruit others to the group/cause.
- Communications with others that suggests identification with a group, cause or ideology.
- Using insulting to derogatory names for another group.
- Increase in prejudice-related incidents committed by that person – these may include:
  - physical or verbal assault
  - provocative behaviour
  - damage to property
  - derogatory name calling
  - possession of prejudice-related materials
  - prejudice related ridicule or name calling
  - inappropriate forms of address
  - refusal to co-operate
  - attempts to recruit to prejudice-related organisations
  - condoning or supporting violence towards others.

It is important for us to be constantly vigilant and remain fully informed about the issues which affect the local area and society in which we teach. Staff are reminded to be 'professionally inquisitive' where concerns arise, referring any concerns to the Designated Safeguarding Lead where the concern will be dealt with swiftly.

The Designated Safeguarding Lead will ensure risk assessments are carried out to measure responses needed to protect students. The DSL is aware of reporting and referral procedures including support for local schools e.g local Prevent coordinator, designated police link.

The Head Teacher 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. As with any child protection referral, staff must be made aware that if they do not agree with a decision not to refer, they can make the referral themselves.

## Visitors to School

If any member of staff wishes to invite a visitor in the school, they must seek permission from the Head Teacher. Then they will be subject to Safeguarding Checks including DBS

checks and photo identification. Children are NEVER left unsupervised with external visitors, regardless of safeguarding check outcomes.

If any agreement is made to allow non-school groups or organisations to use the premises before 6.00 pm, appropriate checks will be made before agreeing the contract. Usage will be monitored and in the event of any behaviour not in-keeping with the Extremism and Radicalisation Policy, the school will contact the police and terminate the contract.

## Curriculum Time

Our curriculum is broad and balanced. It promotes respect, tolerance and diversity. Pupils 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 PSHCE and RE provision embeds social, moral, cultural, spiritual (SMSC) education and this underpins the ethos of our school. (See School website curriculum section for PSHCE and RE curriculum overview). In each assembly, an inspirational collective worship quotation and an SMSC or British Values theme recognises that children with low aspirations are more vulnerable to radicalisation and therefore we strive to equip our pupils with confidence, self-belief, respect and tolerance as well as setting high standards and expectations for themselves. 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. Pupils are taught to seek adult help if they are upset or concerned about anything they read or see on the internet. Teachers plan for opportunities to cover British Values and SMSC education in their subject lessons.

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 and are aware of how we can provide support as a school to ensure that our children are resilient and able to resist involvement in radical or extreme activities.

## Monitoring, Evaluation and Review

The school will review this policy annually and assess its implementation and effectiveness. The policy will be promoted and implemented throughout the school.