



# **Preventing Extremism and Radicalisation Policy**

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## **Preventing Extremism and Radicalisation Policy**

**The definition of Radicalisation is 'the process by which a person comes to support terrorism and forms of extremism leading to terrorism' (Prevent Strategy)**

**Extremism – 'vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect tolerance of different faith and beliefs; and/or calls for the death of members in our armed forces, whether in this country or overseas' (Prevent)**

### **Rationale**

At Fairfield it is our overall duty to safeguard and promote the welfare of pupils as set out in the Department of Education guidance 'Keeping Children Safe in Education' (2016), the "Counter-Terrorism and Security Act" (2015) and the "Prevent Duty" guidance (June 2015)

Fairfield School is committed to providing a secure environment for all our pupils, where learners feel and kept safe. All adults at Fairfield School recognise that safeguarding is everyone's responsibility irrespective of the role they undertake.

**'Safeguarding vulnerable people from radicalisation is no different from safeguarding them from other forms of harm'**

**(Home Office, Prevent Strategy – June 2015)**

Our Preventing Extremism and Radicalisation Safeguarding Policy also draws upon the guidance contained in the DfE publication, **Keeping Children Safe in Education, 2021** and **Working Together to Safeguard Children**

We recognise that the Governing body has a responsibility to pay 'due regard to the need to prevent people being drawn into terrorism' (Counter Terrorism and Security Act, 2015) and ensure the school has a 'clear approach to implementing the Prevent Duty and keeping children and learners safe from the dangers of radicalisation and extremism'.

### **Objectives**

The Preventing Extremism and Radicalisation Policy is intended to provide a framework for dealing with issues and supporting children and families when relating to vulnerability, radicalisation and exposure to extreme views. We recognise that we are well placed to be able to identify safeguarding issues linked the dangers of extremist views and this policy clearly sets out how the school will deal with such incidents and identifies how the curriculum and ethos underpins our actions.

The objectives are that:

- All staff will have an understanding of what radicalisation and extremism are and why we need to be vigilant in school
- All staff will know what the school policy is on tackling extremism and radicalisation and will follow the policy guidance swiftly when issues arise

- Staff will be aware of signs of danger of radicalisation and are able to identify children who may be vulnerable to radicalisation and respond by following whole school safeguarding procedures with immediate effect
- Where appropriate pupils will develop their understanding on the dangers of radicalisation and exposure to extremist views; learning about key British values to build resilience against these views using a range of resources and communication methods to aid their learning
- Parents/carers and pupils will know 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

## **Ethos and Practice**

There is no place for extremist views of any kind at Fairfield, whether from internal, sources, pupils, staff or governors, school community, external agencies or individuals.

At Fairfield we recognise that extremism and exposure to extremist materials and influences can lead to poor outcomes for pupils 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 changes of young people. Education is a powerful weapon against this; equipping children with the knowledge, skills and critical thinking to challenge and debate in an informed way, according to their age and ability. Therefore, we provide a broad and balanced curriculum 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 marginalised, although many will be unable to express this.

Furthermore, we are aware that young people, and young children can be exposed to extremist influences or prejudiced views, 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. As part of our curriculum we teach on-line safety and also support and teach parents about the potential risks their children may face in relation to on-line radicalisation. We advise parents and teach children to report any concerns they may have for themselves or others.

Any prejudice, discrimination or extremist views, including derogatory language, displayed by pupils or staff will always be challenged and where appropriate, refer to our staff Code of Conduct, or where appropriate to our Staff Disciplinary Policy, and if necessary report to the appropriate safeguarding authorities.

There is no single way of identifying a pupil who is likely to be susceptible to terrorist ideology. As part of wider safeguarding responsibility staff will be alert to:

- Disclosure by pupils, or others, of their exposure to the extremist actions, views or materials of others outside of school such as in their homes or community groups
- Distributing/seeing extremist literature and documentation
- Graffiti symbols, writing or art work promoting extremist messages or images
- Pupils accessing extremist material online, including by accident, 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 or issues affecting pupils and siblings in other schools or settings

- Pupils voicing opinions, or copying unintentionally opinions drawn from extremist ideologies and narratives
- Changes in behaviour which could indicate that they are in need of help or protection
- Use of extremist or 'hate' terms to exclude others or incite violence
- Intolerance of difference, whether secular or religious or, inline within our equalities policy, views based on, but not exclusive to, gender, disability, homophobia, race, colour, faith, culture, etc.
- Anti-Western or Anti-British views, or any other country/area and religions
- Use of extremist language. This can be language /words/phrases used, or misused, over used, out of their original context/meaning by extremists to groom, insult, threaten or intimidate

We recognise that pupils in vulnerable social and domestic situations (mental health issues, single parent families, involvement in gangs) may be at greater risk of radicalisation than other pupils. We recognise that all children have a right to be safe, and that some pupils maybe more vulnerable to abuse e.g. those with a disability or special educational need.

### **Ethos and Approach**

We strive to eradicate the myths and assumptions that can lead to some youngsters becoming alienated and disempowered, especially where the narrow approaches learners may experience elsewhere may make it harder for them to challenge or question these radical influences. Where appropriate guidance and support will be delivered through the whole school curriculum. We will ensure that where appropriate our approaches will help our pupils build resilience, independence and communicate their choices, providing a positive sense of identity. We will develop strategies and staff training to ensure that all our staff are equipped to recognise extremism and are skilled and confident enough to challenge it.

We will personalise, differentiate, and be flexible enough to adapt our teaching approaches, as appropriate and address specific issues so as to become even more relevant to the current issues of extremism and radicalisation, at the appropriate level for our pupils.

We also work with local partners, families and communities in or effort to ensure our school understands and embraces our local context and values in the broadening of our pupils' experiences and horizons. We support pupils who may be vulnerable to such influences as part of our wider safeguarding responsibilities. Additionally, in such instances Fairfield will seek external support from the Local Authority and/or local partnership structures working to prevent extremism.

### **Curriculum**

We promote the values of democracy, the rule of law, individual liberty, mutual respect and tolerance for those with different faiths and beliefs. We teach and encourage pupils to respect one another and to respect and tolerate different faiths / no faith. It is indeed our most fundamental responsibility to keep our pupils safe and prepare them for life in modern multi-cultural Britain and the wider world.

British values run throughout the Fairfield School curriculum and support the development of the whole child. We embrace the belief that at the heart of a modern ever changing, multi-cultural and multi-faith community is the acceptance of the key British values which it is its responsibility to promote. In doing so, our pupils will be able to grow as individuals, and citizens in the community and country in which they live. We believe that this is something not only achieved through the curriculum but through the core values and ethos at Fairfield.

## **Democracy**

The principle of democracy is consistently being reinforced with democratic processes being used for important decisions within the school community, for instance, elections being held for the School Council, class rules, rewards and consequences, in behaviour management etc. The principle of democracy is also explored in taking turns, working together and promoting safe, happy learning for all our pupils.

## **The Rule of Law**

The importance of laws, whether they be those that govern the class, the school, or the country, are consistently reinforced. Pupils are taught the rules and expectations of the school which are highlighted by class rules. They are taught the value and the reasons behind laws that govern and protect us, the responsibilities that this involves and the consequences when laws are broken, where appropriate and at an appropriate level for the pupils understanding.

## **Individual Liberty**

Pupils are actively encouraged to make choices, with the knowledge that they are in a safe, secure and supportive environment. Staff educate and provide boundaries for pupils to make informed choices, where they are encouraged to know, understand and exercise their rights and personal freedoms, and are advised on how to exercise these safely e.g. through on line safety. Pupils are taught that choices can have consequences and we help them learn to choose, and take the consequences. All members of the school community treat each other with respect and this is reiterated through its teaching and learning environments. Mutual respect is embraced throughout the curriculum by providing the opportunity for students to express their views in a safe environment. Pupils learn that their behaviour has an effect on their own rights and those of others.

## **Tolerance of those of Different Faiths and Beliefs**

This is achieved through equipping pupils with the ability to understand, or giving them the experience of, their place in a culturally diverse society and by giving the opportunities to experience such diversity within the school community. Pupils benefit from a number of planned visits and events which are culturally and religiously diverse. Additionally, pupils are actively encouraged to share their faith and beliefs within the school and celebrate festivities throughout the year.

## **The use of ICT**

We strongly recognise the risk posed to our pupils of on-line radicalisation. Research shows that ISIL propaganda includes images and videos that present the group as an exciting alternative to life in the West and that it uses its social media to encourage supporters to share the material with a wider online audience. Our staff training ensures all staff are fully aware of the risks posed by the online activity of extremist and terrorist groups. Online safety equips pupils and parents to stay safe online, both in school and outside.

## **Safeguarding**

Please refer to our Safeguarding/Child Protection policies for the full procedural framework on our Safeguarding duties. Please also refer to Keeping Children Safe in Education 2018. The school follows the guidance outlined by Kirklees Safeguarding Board.

Although serious incidents involving radicalisation have not been substantiated at school to date, 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 will be aware of the fact there may be some instances where a child or pupils may be at direct risk of harm or neglect, due to related extremist or radical activities e.g. this could be due to a pupil displaying concerning behaviours or staff being aware of information about

a pupil's family that may place a young person at risk of harm. We train all staff to report any concern about extremism and radicalisation in the same way as they would any other safeguarding concern.

All adults in school (including visitor staff, volunteers, contractors, and students on placement) are required to report instances where they believe a child may be at risk of harm, linked to radicalisation, to the Designated Safeguarding Leads.

Safeguarding training reinforces the message that staff should never attempt to impose their political or religious views and beliefs on pupils, or colleagues under any circumstances. The school will use internal, and if required external systems to deal with any member of staff trying to use their position of trust to influence the views of pupils, staff or families. However, Fairfield School welcomes and encourages open discussion to promote mutual understanding. Further advice may be sought about the need to refer to the appropriate authorities.

### **Engagement with Parents/Carers**

We will engage with parents/carers as part of our work as we recognise the important role they have in helping us to spot signs of radicalisation. If a safeguarding concern is referred by a member of staff, parent/carer, the DSL will contact the parents/carers immediately to discuss the concerns. This will, however, depend on the nature and seriousness of the referral. However, if we feel that it is not in the child's best interest to notify their parents/carers of our concerns, we will refer directly to the PREVENT team without informing parents/carers. We will make contact directly with PREVENT if we have any concerns about the threat of radicalisation posed by other family members and seek advice from the PREVENT team to see if any other family members are known to the PREVENT team.

As part of our admissions process, parents/carers are asked specific questions about previous and current safeguarding issues, including radicalisation. Previous schools/settings have a duty to pass on any information on any past and present safeguarding risks, including concerns about extremist behaviour displayed by the student or family members. When a family has newly arrived to the UK we request that parents/carers provide a copy of the child's birth certificate and passport.

We are committed to 'Engaging with Families' from all cultures, backgrounds, abilities, faiths and non-faiths, social class, and welcome the cultural richness and diversity they bring to our community. We offer a range of different social and educational opportunities to meet to reach out to support families, parents / carers and welcome their knowledge, skills and opinions. In particular, we offer guidance and support on aspects of safeguarding.

### **Training**

Whole school in-service training on Safeguarding is organised for staff and will comply with the prevailing arrangements agreed by the Local Authority. The staff training provides specific guidance on extremism and radicalisation and its safeguarding implications. The DSL and safeguarding team attend PREVENT training courses as necessary.

### **Recruitment**

The arrangements for recruiting all staff, permanent and volunteers, to our school will follow national 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 (i.e. links with extremism), 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 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 and ethos. Therefore, by adhering to safer recruitment best practice techniques and by ensuring that there is an on-going culture of vigilance within our school, we will minimise the opportunities for extremist views to prevail.

**Role of Governing Body**

Governors undertake appropriate training to ensure that they are clear about their role and the parameters of their responsibilities, including their statutory safeguarding duties.

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