

# British Values & Prevention of Radicalisation and Extremism Policy

This is a Trust Policy – details specific to individual academies and their procedures are added by the Academy in the Appendix. (For a copy of the policy for a specific academy which includes the Appendix – see individual academy websites).

Date	Revision & Amendment Details	By Whom
November 2020	Approved	Education Committee
January 2024	Reviewed and Approved	Education Committee



# **CONTENTS**

1	Background 3
2	Ethos 3
3	Statutory Duties 4
4	Related Policies 4
5	Assessing the Academy Level of Risk 4
6	Definitions 4
7	Roles and Responsibilities 5
8	Curriculum 6
9	Internet Safety 7
10	Staff Training 7
11	Safer Recruitment 7
12	Visitors 8
13	Use of External Speakers 8
14	Whistleblowing 8
15	'No platform for extremists' 9
16	Signs of Vulnerability 9
17	Recognising Extremism 9
18	Referral Process 10
19	Monitoring Arrangements of the Policy 10
Appendix 1	

# 1. Background

This policy is part of Peterborough Diocese Educaon Trust's (the Trust) commitment to keeping children safe. Since the 'Educaon and Inspecons Act 2006', schools / academies 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.

Trusts and the academies within them have an important part to play in both educang pupils about extremism and recognising when they start to become radicalised. In March 2015, statutory dues were placed on schools / academies as part of the Counter Terrorism and Security Act (2015) which means schools / academies must work to prevent children being drawn into extremism.

Safeguarding children from all risk of harm is an important part of an academy's work and protecng them from extremism is one aspect of that.

The Trust is committed to providing a secure environment for pupils, where pupils feel safe and are kept safe. All adults within the Trust recognise that safeguarding is everyone's responsibility

11



irrespecve of the role they undertake or whether their role has direct contact or responsibility for children or not. It is the individual responsibility of every member of staff to read, understand and implement this policy, together with their responsibilies as outlined in the following Trust / academy policies / documents:

- Whistleblowing Policy
- Staff Code of Conduct
- Safeguarding Policy
- Part 1 and Annex A of the latest edion of "Keeping Children Safe in Educaon"
- Behaviour Policy; and Acceptable Use Policy.

#### 2. Ethos

In our Trust, we ensure that through our disnove Chrisan vision, our values, and through a broad, balanced and diverse curriculum and highly effecve teaching, we promote tolerance and respect for all cultures, faiths and lifestyles. The Academy Governance Commitees (AGCs) at our academies help ensure that this ethos is reflected and implemented effecvely in the academy's policy and pracce and that there are effecve risk assessments 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.

Pupils who atend our academies have the right to learn in safety. We do not tolerate bullying of any kind and will challenge derogatory language and behaviour towards others – see <u>Behaviour Policy</u>.

There is no place for extremist views of any kind in our Trust whether from internal sources (pupils, staff, Directors or governors) or external sources (academy community, external agencies or individuals). Our pupils see our academies as safe places where they can explore all issues safely and where our teachers encourage and facilitate this; we have a duty to ensure this happens. We recognise that if we fail to challenge extremist views we are failing to protect our pupils.

In our academies, we will acvely challenge pupils, staff or parents / carers expressing opinions contrary to Fundamental/Brish Values, including those expressing 'extremist' views.

# 3. Statutory Dues

The duty to prevent pupils being radicalised is set out in the following documents.

- Counter Terrorism and Security Act (2015)
- The latest edion of <u>Keeping Children Safe in Educaon</u>
- Prevent Duty Guidance (2023)
- Working Together to Safeguard Children (2023)

# 4. Related Policies

- Acceptable Use Policy (AUP)
- Behaviour Policy
- Collective Worship Policy
- Equality Information and Objectives
- Personal, Social and Health Education (PSHE) Policy
- RE Policy
- Relationships, Sex and Health Education Policy



- Safequarding Policy
- Spiritual, Moral, Social, Cultural (SMSC) Policy
- Staff Code of Conduct
- Health & Safety Policy
- Whistleblowing Policy

# 5. Assessing the Academy Level of Risk

Each academy within the Trust has assessed their level of risk of radicalisaon and extremism and the academy specific informaon in this respect can be found in the Appendix atached to this Policy (the *Appendix*).

#### 6. Definions

**Extremism** is defined as the holding of extreme polical or religious views. In the 2015 CounterExtremism Strategy, it is defined 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".

The Prevent Duty, (statutory guidance issued under the Counter Terrorism and Security Act) places a duty on certain bodies ("specified authories" listed in Schedule 6 to the Act), in the exercise of their funcons, to have "due regard to the need to prevent people from being drawn into terrorism".

The Trust has a **zero tolerance** approach to extremist behaviour for all academy community members. We rely on our strong Chrisan values to steer our work and ensure the pastoral care of our pupils protects them from exposure to negave influences.

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

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

In each of our academies, Brish / Fundamental Values are reinforced regularly. For details of how in specific academies – see the *Appendix*.

# 7. Roles and Responsibilies

#### **Role of the Academy Governance Committee (AGC)**

It is the role of the AGC to help ensure that the academy meets its statutory dues with regard to prevening radicalisaon and the AGC will liaise with the Headteacher and other staff about issues to do with protecng pupils from radicalisaon.

# **Role of the Headteacher**

It is the role of the Headteacher to:

- Ensure that staff have appropriate training related to prevening radicalisaon and extremism
- Ensure that the academy and its staff respond to prevening radicalisaon and extremism on a dayto-day basis



- Ensure that the academy's curriculum addresses the issues involved in radicalisaon and extremism
- Ensure that staff conduct is consistent with prevenng radicalisaon and extremism.

# Role of the Designated Safeguarding Lead (DSL) It

is the role of the DSL in each academy to:

- Access Prevent training and disseminate learning to staff
- Ensure that staff understand the issues of radicalisaon and extremism, are able to recognise the signs of vulnerability or radicalisaon and know how to refer their concerns. (All staff should receive training and regular updates (this can be from an internal or external trainer or through online training)
- Receive safeguarding concerns about pupils who may be vulnerable to the risk of radicalisaon or are showing signs of radicalisaon
- Make referrals to appropriate agencies with regard to concerns about radicalisaon and extremism
- Support staff who may have to refer concerns
- Liaise with partners, including the local authority and the police Report to the Central Execuve Team and AGC on these maters.

#### **Role of Staff**

It is the role of staff to understand the issues of radicalisaon and extremism, be able to recognise the signs of vulnerability or radicalisaon and know how to refer their concerns.

The Trust is fully committed to safeguarding and promong the welfare of all its pupils. As a Trust, we recognise that safeguarding against radicalisaon is no different from safeguarding against any other vulnerability. All staff are expected to uphold and promote the principles of Brish / Fundamental Values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs.

As part of wider safeguarding responsibilies staff will be alert to:

- Disclosures by pupils of their exposure to the extremist acons, views or materials of others
  outside of the academy, such as in their homes or community groups, especially where pupils
  have not acvely sought these out
- Graffi symbols, wring or art work promong extremist messages or images
- Pupils accessing extremist material online, including through social networking sites
- Parental reports of changes in behaviour, friendship or acons and requests for assistance
- Other schools / academies, local authority services, and police reports of issues affecng pupils in other schools / academies or sengs
- Pupils voicing opinions drawn from extremist ideologies and narraves
- Use of extremist or "hate" terms to exclude others or incite violence
- Intolerance of difference, whether secular or religious or, in line with our equalies policy, views based on, but not exclusive to, gender, disability, homophobia, race, colour or culture
- Atempts to impose extremist views or pracces on others An-Western or an-Brish views.

# 8. 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 inquisive learners and crical thinkers who are open to new experiences and are tolerant of others. Our curriculum promotes respect and diversity. Pupils are encouraged to express themselves through discussions, debates and



consultaons. The RE, RSHE, PSHE, Cizenship, Online-Safety and SMSC provision is embedded across the curriculum, and underpins the ethos of our academies. Pupils learn about all major faiths and some key worldviews and visit places of worship wherever possible. They are also taught about how to stay safe when using the internet in all areas of the curriculum.

Whilst our curriculum will enable pupils to become well-rounded individuals, we recognise the importance of resilience in prevenng pupils being drawn into extremist ways of thinking. Our goal is to build mutual respect and understanding and to promote the use of dialogue, not violence, as a form of conflict resoluon.

We will all strive to eradicate the myths and assumpons that can lead to some young people becoming alienated and disempowered, especially where the narrow approaches pupils may experience elsewhere may make it harder for them to challenge or queson these radical influences.

The way in which the individual academy's curriculum prevents pupils from becoming radicalised is set out in **the** *Appendix*.

These values support the development of the whole pupil as a reflecve learner within a calm, caring, happy and purposeful atmosphere. Teaching the academy's core values alongside the Brish / Fundamental Values supports quality teaching and learning, whilst making a posive contribuon to the development of a fair, just and civil society.

# **Approaches**

For details of approaches used in a specific academy – see the Appendix.

# 9. Internet Safety

The internet provides pupils 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 academies block inappropriate content, including extremist content.

For further details of what individual academies do in relaon to filtering – see the Appendix.

Where staff, pupils or visitors find unblocked extremist content they must report it immediately to the Designated Safeguarding Lead (DSL).

We are aware that pupils have access to unfiltered internet when using their mobile phones and staff must be alert to the need for vigilance when pupils are using their phones or talking about unmonitored use of the internet.

Pupils and staff know how to report internet content that is inappropriate or of concern.

# 10. Staff Training

Staff are given training to help them understand the issues of radicalisaon, are able to recognise the signs of vulnerability or radicalisaon and know how to refer their concerns. This informaon also forms part of inducon safeguarding training. All staff complete the Channel online training every 34 years and are updated as necessary by the DSL and in weekly staff meengs.

# 11. Safer Recruitment



We ensure that the staff we appoint to our academies are suitable. Our recruitment procedures are rigorous and we follow the statutory guidance published in part 3 of the latest edion of *Keeping Children Safe in Education*. Veng and barring checks are undertaken on relevant people, including Directors, governors and volunteers.

The arrangements for recruing all staff, permanent and volunteers, to our academies will follow safer recruitment best pracee in educaon sengs guidelines, including, but not limited to, ensuring that DBS checks are always made at the appropriate level, that references are always received and checked and that a single central record of such veng checks is completed and maintained. We will be alert to the possibility that persons may seek to gain posions within our academies so as to unduly influence an academy's character and ethos. We are aware that such persons seek to limit the opportunies for our pupils thereby rendering them vulnerable to extremist views and radicalisaon as a consequence.

#### 12. Visitors

Visitors to our academies are made aware of our policy and procedures on Safeguarding / Child Protecon and of procedures on arrival at the academies and are given informaon about what to do if they are concerned about any aspect of child welfare or about the behaviour of adults.

# 13. Use of External Speakers

We encourage the use of external agencies or speakers at our academies to enrich the experiences of our pupils. Visitors who are invited to speak to pupils will be informed about this policy and relevant veng checks will be undertaken. Such veng is to ensure that we do not unwingly use agencies that contradict each other with their messages or that are inconsistent with, or are in opposion to, the Trust's / academy's values and ethos. We must be aware that in some instances the work of external agencies may not directly be connected with the rest of the academy curriculum so we need to ensure that this work is of benefit to pupils. Each academy will assess the suitability and effecveness of input from external agencies or individuals to ensure that:

- Any messages communicated to pupils are consistent with the ethos of the Trust / academy and do not marginalise any communies, groups or individuals
- Any messages do not seek to glorify criminal acvity or violent extremism or seek to radicalise
  pupils through extreme or narrow views of faith, religion or culture or other ideologies
- Acvies are properly embedded in the curriculum and clearly mapped to schemes of work to avoid contradictory messages or duplicaon
- Acvies are matched to the needs of pupils
- Acvies are carefully evaluated by the academy to ensure that they are effecte.

Speakers will be supervised at all mes and will not be allowed to speak to pupils without a member of staff being present.

Staff must not invite speakers into any academy without first obtaining permission from the Headteacher.

# 14. Whistleblowing

Where there are concerns of extremism or radicalisaon, pupils and staff will be encouraged to make use of our internal systems to whistle blow or raise any issue in confidence. (Please refer to the *Whistleblowing Policy*).

Although serious incidents involving radicalisaon may not have occurred at any academy to date, it is important for us to be constantly vigilant and remain fully informed about the issues, which



affect the region in which we teach. Staff are reminded to suspend any professional disbelief that instances of radicalisaon / extremism "could not happen here" and to refer any concerns to the DSL. Details as to who the DSL is in a specific academy can be found in the *Appendix*.

The NSPCC Naonal Whistleblowing Helpline is - **0800 028 0285** – this line is available from 8:00 AM to 8:00 PM, Monday to Friday and E-mail is help@nspcc.org.uk.

# 15. 'No plaorm for extremists'

All our academies are vigilant to the possibility that out-of-hours hire of their premises may be requested by people wishing to run an extremist event. The academies do not accept bookings from individuals or organisaons that are extremist in their views.

# 16. Signs of Vulnerability

There are no known definive indicators that a pupil is vulnerable to radicalisaon, 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
- Traumac events
- Global or naonal events
- Religious conversion
- Change in behaviour
- Extremist influences
- Conflict with family over lifestyle
- Confused idenfy
- Vicm or witness to race or hate crimes Rejecon by peers, family, social groups or faith.

# 17. Recognising Extremism

Early indicators of radicalisaon 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 the academy
- Evidence of possessing illegal or extremist literature
- Advocang messages similar to illegal organisaons or other extremist groups
- Out of character changes in dress, behaviour and peer relaonships (but there are also very
  powerful narraves, programmes and networks that young people can come across online so
  involvement with parcular groups may not be apparent)
- · Secreve behaviour
- · Online searches or sharing extremist messages or social profiles
- Intolerance of difference, including faith, culture, gender, race or sexuality
- Graffi, art work or wring that displays extremist themes
- · Atempts to impose extremist views or pracces on other
- Verbalising an-Western or an-Brish views Advocang violence towards others.



# 18. Referral Process

Staff and visitors to the academies must refer all concerns about pupils who show signs of vulnerability or radicalisaon. They must be passed to the DSL using the usual methods for reporng other safeguarding concerns. The DSL will record on MyConcern.

When there are significant concerns about a pupil, the DSL, will make a referral to the appropriate body.

# **19.** Monitoring Arrangements

This policy will be monitored by the AGC at least annually by receiving a report from the DSL.

This document will be reviewed every three years, but may be reviewed and updated more frequently if necessary.

# APPENDIX 1



# Name of Academy: Cottingham CofE Primary School

Name of Headteacher: Ashley Scott

Name of Single Point of Contact (SPOC): Ashley Scott

Name of Designated Safeguarding Lead (DSL): Ashley Scott

#### Risk assessment

At Cottingham CofE Primary, we have assessed the level of risk of radicalisation and extremism to be <u>low</u>. Our judgement has been made after discussion with the Prevent Officer / local Police and review of our IT systems.

#### **Brish / Fundamental Values**

We reinforce these in the following way:

# **Democracy**

Pupils are actively encouraged to have a voice and share their views and opinions regularly. Our active School Spiritual Council, Sports Leaders and Magnificent Minds are such examples. The representatives of these groups meet regularly then take the ideas from those meeting back to their classes for discussion. Every pupil also contributes to the composition of their own class charter at the beginning of every year. This sets ground rules for classroom conduct and establishes the standards of behaviour pupils can expect from each other over the year ahead linked closely to *'Living the Cottingham CofE vales each day.'* 

## The Rule of Law

The importance of law is consistently reinforced throughout the School day, as well as when dealing with behaviour and through daily acts of collective worship. Pupils are taught the value and reasons behind laws, that they govern and protect us, the responsibilities that this involves and the consequences when laws are broken. Our School values, which are referred to regularly and are consistently performed is a practical example of this.

#### **Individual Liberty**

Pupils are actively encouraged to make decisions and choices, knowing that they are in a safe and supportive environment. As a School, we educate and provide A cord of three strands is not easily broken Page 12 boundaries for pupils to take risks and make choices safely. Pupils are encouraged to know, understand and exercise their rights and personal freedoms and advised how to exercise these safely, for example through our Online Safety and PSHE lessons. Whether it be through choice of learning challenge, how they record their learning, participation in one of our extra-curricular clubs and opportunities, pupils are given the freedom to make choices and make decisions. All pupils are actively encouraged to make mistakes.



# **Mutual Respect**

Mutual respect is at the heart of our values. Pupils learn that their behaviours have an effect on their own rights and those of others. All members of the School community are expected to / will treat each other with respect.

# Tolerance of Those of Different Faiths and Beliefs

Cottingham CofE is situated in an area, which is not culturally diverse; therefore, we place a great emphasis on promoting diversity with the pupils. RE and PSHE reinforce this. Each year the pupils explore one or two world faiths and/or world views alongside their learning about Christianity. By the time they leave us all pupils have learnt about the beliefs and practices of people of the following world faiths; Judaism, Sikhism, Hinduism, Buddhism, Islam and Christianity. Members of different faith groups are encouraged to share their knowledge to enhance learning within the School and visits to places of worship are integrated into the curriculum.

#### Curriculum

The way in which the curriculum prevents pupils from becoming radicalised is that children are allowed to discuss their views and have the opportunities to discuss what is right or wrong for example. The British Values as described in this policy are referred to regularly and it is the expectation that children can speak about them. Community cohesion plays an important part in life at Cottingham CofE where everyone is welcomed.

# **Approaches**

# In Cottingham CofE:

- Pupils are encouraged to adopt and live out our Christian Values of trust, perseverance, compassion, forgiveness, honesty and respect. We believe that these complement the key British Values;
- Pupils are helped to understand the importance of democracy and freedom of speech, through collective worship and through the elected School Council members;
- Pupils are taught how to keep themselves safe, in School and when using the internet;
- Pupils participate in local community events so that they appreciate and value their neighbours and friends who may not share their faith background; A cord of three strands is not easily broken Page 13
- Pupil's wellbeing, confidence and resilience are promoted through our planned curriculum and extra-curricular learning opportunities; Pupils are supported in making good choices from a very young age, so they understand the impact and consequences of their actions on others.

#### **Internet Safety**

#### Filtering

We also filter out social media, such as Facebook. Searches and web addresses are monitored weekly through deployed Monitoring System and the Headteacher scrutinises these reports and alerts senior staff where there are concerns. The Headteacher keeps an up-to-date log of incidents, actions taken



and outcomes. Measures are taken to prevent further access when new sites that are unblocked are found.

Signed (Headteacher)

Signed (Chair of Governors)

Date: 12th February 2024

# List of Policies referred to in this Policy

- Whistleblowing Policy
- Staff Code of Conduct
- Safeguarding Policy
- Behaviour Policy
- Acceptable Use Policy
- Collective Worship Policy
- Equality Information and Objectives
- PSHE Policy
- RSHE Policy
- RE Policy
- SMSC Policy
- Health & Safety.