

## Houghton Conquest Lower School

### Anti-Radicalisation Policy

#### **Introduction**

From 1 July 2015 all schools were made subject to a duty under section 26 of the Counter-Terrorism and Security Act 2015, in the exercise of their functions, to have “due regard to the need to prevent people from being drawn into terrorism”. This duty is known as the Prevent duty.

We, the staff and governors at Houghton Conquest Lower School, are fully aware that it is our legal duty to put in place the policies and procedures required to prevent children from:

- Developing extremist views that contravene the fundamental British values
- Being radicalised
- From being drawn in to terrorist-related activities

#### **Definitions**

##### ***British values:***

Schools should promote fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs that form society in the United Kingdom.

##### ***Extremism:***

Vocal or active opposition to fundamental British Values.

##### ***Radicalisation:***

A process by which an individual or group comes to adopt increasingly extreme political, social, or religious ideals and aspirations that:

- Reject or undermine the status quo;
- Reject and/or undermine contemporary ideas and expressions of freedom of choice.
- Terrorism, the unofficial or unauthorised use of violence and intimidation in the pursuit of political aims.

#### **Aims**

The main aims of this policy are to:

- Communicate and promote the importance of the Prevent duty
- Protect children from exploitation, isolation and vulnerability
- Protect children, including from radicalisation
- Ensure that protecting children from radicalisation is seen as part of the school's wider safeguarding duties

- Ensure that the staff are able to identify children who may be vulnerable to radicalisation
- Ensure that all staff know what to do if they identify a child who may be vulnerable to radicalisation
- Make clear the need to build pupils' resilience to radicalisation by promoting fundamental British values and provide them with the skills that they need to challenge extremist views and arguments
- Ensure that children are provided with a safe place in which to debate controversial issues in order that they can understand the risks associated with terrorism
- Ensure that the requirements on schools in relation to the Prevent duty are implemented in full at the school; a focus on the following themes is therefore required:
  - Risk assessment
  - Working in partnership
  - Staff training
  - IT policies

### **The Role of School Life and the Curriculum**

The school's provision, its strong, positive ethos and the curriculum ensure that children:

- Learn about and understand fundamental British values, such as democracy, the rule of law, individual liberty and the mutual respect and tolerance of those with different faiths and beliefs
- Are equipped with the skills they need to understand and manage risks and difficult situations
- Understand that they can influence others positively
- Can participate in decision-making
- Can recognise when pressure from others threatens their personal safety and wellbeing
- Understand the risk of terrorism at an appropriate level
- Develop the knowledge and skills needed to challenge extremist arguments
- Explore political and social issues critically, weigh evidence, debate and make reasoned arguments
- Learn about diverse national, regional, religious and ethnic identities in the United Kingdom
- Carefully planned events, activities and debates (about controversial issues) feature throughout curriculum planning, particularly in subjects such as Personal, Social Health and Economic Education, Religious Education and History.

Values Education further supports learning in this area by helping children to understand positive character traits: e.g. unity, courage, caring (including friendship), respect, co-operation, love, peace, tolerance, hope, trust, honesty, understanding and Independence

Additionally, the Computing curriculum underpins all of this work to ensure that children are prepared when using the internet and that they can spot threats to their personal safety on line as well as working with someone face-to-face.

## **Risk Assessment**

At Houghton Conquest, the staff and governors have worked together to develop a document that assesses the risk of children being drawn into terrorism; this document is attached (Appendix 1). It details information about the potential risks to children in relation to this anti-radicalisation agenda and what the school is doing to reduce these risks.

## **Staff Training**

The staff and governors at Houghton Conquest Lower School are offered a wide range of training opportunities and these include a focus on British values and anti-radicalisation, including the Prevent duty. The training is appropriate for the role and responsibilities of the individual. Training is on-going in order that the school remains up-to-date in relation to this specific agenda and to ensure that all staff feel competent and confident with regards to their role and responsibilities in this area; it sometimes takes the form of related documents that staff and governors can read.

For new staff, the initial induction features a focus on British values and anti-radicalisation; they are also given related policies, procedures and documentation.

## **Reporting a Concern**

The school has a clear procedure in place for when it is felt that a child is at risk of harm; this same procedure applies where there are concerns about a child being at risk of radicalisation. Staff are required to report concerns to the Designated Prevent Lead; a verbal referral will need to be accompanied by a written report using the School's Pupil Concerns Form' - these can be found in the office, but mainly held by Class teachers. Detailed information about reporting procedure can be found in the School's Child Protection Policy.

Once the Designated Prevent Lead has received the concern, s/he will make a decision with regards to the action to take; this may result in:

- Contact being made with the Local Authority Prevent lead
- A referral will be made to the Channel programme (this programme focusses on providing support at an early stage to people who are identified as being vulnerable to being drawn into terrorism)
- Contact being made with the Police by dialling 101 (the non-emergency number)
- Contact the Department for Education on the dedicated telephone helpline number (02073407264) or using the relevant email (counter.extremism@education.gsi.gov.uk)
- NB Any of the above actions can be taken by any member of staff if it is felt that a child is at risk and no action is being taken.

## **Working in Partnership**

The staff and governors at Houghton Conquest Lower School are very aware that this agenda is one that needs to be tackled whilst working in partnership with other agencies and organisations. The key partners are:

- The Local Authority
- The Local Safeguarding Children Board
- The Police

It is also clear that the school needs to form positive, professional relationships with the children's families in order that they can be approached and work together should there be a concern raised about a child in relation to radicalisation and/or extremism.

### **Policies related to Information Technology (IT)**

The school has reviewed its IT policies in light of information received about anti-radicalisation and the Prevent duty in order to ensure that they reflect this and continue to protect the children against all IT-related risks, including those related to this agenda. The reason for this is because those individuals who are trying to radicalise children may use the internet as a vehicle by which to achieve this. These policies make it clear that we need to equip children with regards to staying safe on line, both inside school and outside i.e. that we should be teaching children about internet safety.

NOTE: The high level filtering used by the school acts as a protector to children in relation to the use of the internet when they are in school.

#### **Links to Other School Policies**

Houghton Conquest Lower School's Anti-Radicalisation Policy links to the following policies:

- Child protection
- Behaviour
- Anti-bullying
- Computing
- E-safety
- Personal, Social, Health Education as well as Citizenship in KS2

### **Useful Documents**

- Prevent Duty Guidance: for England and Wales – Guidance for specified authorities in England and Wales on the duty in the Counter-Terrorism and Security Act 2015 to have due regard to the need to prevent people from being drawn into terrorism (HM Government 2015)
- The Prevent duty – Departmental advice for schools and childcare providers (Department for Education June 2015)
- Promoting fundamental British values as part of SMSC in schools - Departmental advice for maintained schools (Department for Education November 2014)

### **Monitoring and Evaluation**

The Headteacher, supported by the governors are responsible for monitoring the implementation of this policy and for ensuring that all staff carry out their role and responsibilities with regards to the Prevent duty effectively.

This policy will be reviewed and updated annually (or sooner if required).

*Signed:* \_\_\_\_\_

*Mrs J Randall, Chair of Governors*

*Date:* \_\_\_\_\_

Risk to be assessed: The potential radicalisation of a child or group of children

Who is at risk?

- Children
- School community
- Local community
- National community
- Worldwide community

What are the hazards (dangers)?

- A child may form a relationship with an individual who means to radicalise them without knowing and they may not have the skills and knowledge to deal with this and keep themselves safe
- A child may receive information through the internet that means they could be radicalised
- School staff may not know (as the child may hide their views) and/or recognise that a child has been or is being radicalised – this may lead to them being harmed or harming others
- Those who have radicalised the child may attempt to do the same to other children in the school and/or children locally
- A child who has been radicalised may work to draw others to think similarly
- A radicalised child may harm others as a result of their views and opinions
- A radicalised child may be convinced to carry out a task or activity that may result in harm to others
- What are the potential outcomes?
- A child is radicalised (e.g. by accessing information on the internet or as a result of a relationship with a given person/group of people) and then works to encourage others to think similarly
- Those who have radicalised a given child, then have access to other children and work to do the same to them (in school and/or beyond)
- A child carries out a task or activity that results in harm coming to others
- A child becomes radicalised and carries this through into their teenage years and/or adulthood, resulting in them being harmed or harming others as a result of terrorist behaviour e.g. death

How do we currently control these risks?

Documentation

Clear policies in place in relation to:

- Child protection
- E-safety

- Anti-radicalisation
- Behaviour
- Anti-bullying
- Computing
- Personal, Social, Health Education and Citizenship in KS2
- Specific risk assessment in place – related to anti-radicalisation and the Prevent duty

### **Routines and Procedures**

All staff are clear about the routines and procedures related to:

- Child protection
- E-safety
- Anti-radicalisation and the Prevent Duty
- High quality safeguarding practices in place
- Clear referral and reporting procedures in place – known and understood by all staff, governors and visitors to the school

### **Leadership**

- School leaders actively promote the importance of fulfilling roles and responsibilities related to the anti-radicalisation agenda
- Designated Prevent Lead is clear about his/her role and responsibilities with regards to the anti-radicalisation agenda

### **Staff**

- Experienced Designated Person for Child Protection
- Well trained staff in areas such as child protection, e-safety and anti-radicalisation (including the Prevent duty)
- New staff offered related training in their initial induction
- All staff receive updated documentation to aid their skills, knowledge and understanding

### **Relationships**

- Staff build excellent relationships with the children's families
- Staff build excellent relationships with the children
- Staff are adept at recognising changes in children's behaviour and referring this information to the Designated Person for Child Protection
- Positive relationships are in place with the Local Authority, the Local Safeguarding Children Board and the local Police

### **Whole School Provision**

- School ethos promotes British values, as does the curriculum
- Curriculum enables children to learn the skills, knowledge and to feel confident

### **Curriculum**

- Clear teaching of British values

- Strong Personal, Social, Health and Economic Education in place, including Values Education
- Events, activities and debates planned throughout the curriculum in order to ensure that the children have the skills and knowledge needed to avoid being drawn into extremist, radical or terrorism-related behaviour
- E-safety curriculum in place

### **Information Technology**

- The school has a suitable internet filtering system

What is the likelihood of the risk occurring?

High

Medium

Low

Is service/curriculum delivery affected?

- No

What else can we do to control the risk in 2016-2017?

- Continue to attend training (training relevant to the role and responsibilities of identified staff)
- Review the opportunities for children to debate controversial issues and ensure these are sufficient in number and quality to address the needs of the children with regards to the anti-radicalisation agenda
- Develop the e-safety curriculum to include a discreet focus on anti-radicalisation
- Ensure that the E2BN filter used by the school has been reviewed by the supplier in order that it continues to protect children in light of information about anti-radicalisation
- Contact the Local Authority, the Local Safeguarding Children Board and the local Police to find out more specific information about local groups and organisations that may pose a risk to the children at Houghton Conquest with regards to the anti-radicalisation agenda