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## TACKLING EXTREMISM, RADICALISATION & PROMOTING BRITISH VALUES - STATEMENT

### 1. AIMS AND PRINCIPLES

- 1.1 The Tackling Extremism and Radicalisation statement is intended to provide a framework for dealing with issues relating to vulnerability, radicalisation and exposure to extreme views. The Ashington Learning Partnership (ALP) recognise that we are well placed to be able to identify safeguarding issues and this document clearly sets out how the school will deal with such incidents and identifies how the curriculum and ethos underpins our actions.
- 1.2 The objectives are that:
- All governors and staff will have an understanding of what radicalisation and extremism are and why we need to be vigilant in school.
  - All governors and staff will know what the school process is on tackling extremism and radicalisation and will follow the guidance swiftly when issues arise.
  - All pupils will understand the dangers of radicalisation and exposure to extremist views; building resilience against these and knowing what to do if they experience them.
  - All parents/carers and pupils will know that the ALP has policies and procedures in place to keep pupils safe from harm and that the school regularly reviews its systems to ensure they are appropriate and effective.
- 1.3 The main aims of this document are to ensure that staff are fully engaged in being vigilant about radicalisation; that they overcome professional disbelief that such issues will not happen here and ensure that we work alongside other professional bodies and agencies to ensure that our pupils are safe from harm.
- 1.4 The school has taken into account the requirements of the Education Act 2002 (Section 78) and the need to ensure that the curriculum allows for the spiritual, moral, social and cultural development of its pupils. Furthermore, it has taken note of the DfE guidance to schools 'Promoting Fundamental British Values as Part of SMSC in Schools (November 2014)'. All school staff are expected to follow the guidelines set out below, and by so doing are also following the expectations set out in the latest Staff Code of Conduct and Teacher Standards, by:
- showing tolerance of and respect for the rights of others;
  - not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs;
  - ensuring that personal beliefs are not expressed in ways which exploit pupils' vulnerability or might lead them to break the law.
- 1.5 Staff must not promote partisan political views in the teaching of any subject and are required to ensure that whenever political issues are brought to the attention of pupils a balanced presentation of the opposing views is offered. This requirement applies not only during scheduled lessons, but in all other contexts. The school's Disciplinary Procedure will be applied to any member of staff failing to comply with these requirements.

- 1.6 Governors are expected to follow the same guidelines and action will be taken by the Chair to ensure that no governor holds any views or acts in any way to undermine these core principles.
- 1.7 Parents, carers and visitors to the school are expected to abide by these principles and not to act in any way which might undermine them. The school will take action if it believes that these principles have been compromised.
- 1.8 In some cases, it may be necessary for the Executive Principal to contact the Police.

## **2. THE CURRICULUM AND COMBATING EXTREMISM**

The School's core values inform the curriculum, as it does all aspects of our work. The values include the following, which help to set the context for our collective attitude to extremism: the promotion of:

- personal responsibility, understanding of the differences between right and wrong in the context of English law and respect for the civil and criminal law;
- an understanding of how individuals can contribute to the wellbeing of those in the locality and beyond are addressed in many different subjects and contexts, including assemblies, acts of collective worship, Religious Education and Personal Social Health; and
- pupils' awareness of the differences between the law of the land and religious law.

## **3. PROMOTING BRITISH VALUES**

The government set out their definition of British Values in the 2011 Prevent Strategy. These were reinforced in September 2014 due to events at that time. These new regulations will sit alongside the requirements of the Equalities Act, which also applies to all types of school.

All schools are now expected to focus on, and be able to show, how our work with pupils is effective in embedding fundamental British Values.

The ALP agree with the Department for Education's five-part definition of British Values:

- democracy
- the rule of law
- individual liberty
- mutual respect
- tolerance of those of different faiths and beliefs

At Bothal and Central Primary Schools, pupils encounter these principles throughout everyday school life; in particular, our promotion of spiritual, moral, social and cultural understanding.

The curriculum is mapped in detail across the whole school. Listed below are some examples of how we promote these values in our school community:

### **3.1 Democracy**

Pupil voice is significant in regards to life at School. Our pupil elected school councils play a strong role in our schools. They are elected by their class peers and are involved in making school a better place to learn. Pupils have an input in regards to what and how they learn, which promotes pupil voice.

Pupil questionnaires and interviews are also conducted throughout the year. We know that

the formation of the school councils and the active participation of our pupils will sow the seeds for a more sophisticated understanding of democracy in the future.

### **3.2 The Rule of Law**

Our pupils will encounter rules and laws throughout their school lives. We want our pupils to understand that whether these laws govern the class, the school, the neighbourhood or the country, they are set for good reasons and must be adhered to.

This understanding of the importance of rules will be consistently reinforced through assemblies and our curriculum. The involvement of our pupils in the creation of the school rules helps them to understand the reasons behind the rules and the consequences if they are broken. Through PSHE lessons, we allow opportunity to debate and discuss the reasons for laws so that children can recognise the importance of these for their own protection. Throughout the year we welcome visits from members of the wider community including police, war veterans, the fire brigade and many more. We believe that clear explanations and real life stories emphasise the importance of the rule of law for our pupils.

### **3.3 Individual Liberty**

We invest a great deal of time in creating a positive culture in our school, so that children are in a safe environment where choices and freedoms are encouraged. In lessons, learning tasks are often left for the child to decide upon. We encourage children to choose the task that will challenge them, giving them more freedom to determine their own learning. We offer a range of clubs which pupils have the freedom to choose from, based on their interests. Through our E-Safety and philosophy for learning we educate children on their rights and personal freedoms as well as supporting them in recognising how to exercise these freedoms safely. In the ALP we believe that valuing choice and freedom in daily school life will foster a value for individual liberty as the children embark upon their adult lives.

### **3.4 Mutual respect**

Mutual respect is at the core of ALP school life. Pupils learn to treat each other and staff with great respect. This is evident when walking around the school sites and in the classrooms.

### **3.5 Tolerance of those of different faiths and beliefs**

The ALP offers a culturally rich and diverse curriculum in which all major religions are studied and respected. We believe that tolerance is gained through knowledge and understanding. Through our curriculum and the routines of our daily school life, we strive to demonstrate tolerance and help children to become knowledgeable and understanding citizens who can build a better Britain for the future.

## **4. Visitors And The Use Of School Premises**

- 4.1 If any member of staff wishes to invite a visitor in the school, they must obtain written agreement from the Executive Principal. The visitor can then enter school and will be subject to Safeguarding Checks including DBS checks and photo identification. Pupils are never left unsupervised with external visitors, regardless of safeguarding check outcomes.
- 4.2 Upon arriving at the school, all visitors including contractors, will read the child protection and safeguarding guidance and be made aware of who the DSLs are and how to report any concerns which they may experience.
- 4.3 If any agreement is made to allow non-school groups or organisations to use the

premises, 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 Tackling Extremism and Radicalisation Statement, the school will contact the police and terminate the contract.

### Appendices

1. Procedures for Referrals
2. Definitions & Indicators

Created <input type="checkbox"/> Reviewed <input checked="" type="checkbox"/>	
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Adopted	
Signed: LH	Name: Louise Hall
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## PROCEDURES FOR REFERRALS

Although serious incidents involving radicalisation have not occurred to date, it is important for us to be constantly vigilant and remain fully informed about the issues which affect the local area, town, county and society in which we teach.

Staff are reminded to suspend any 'professional disbelief' that instances of radicalisation 'could not happen here' and to be 'professionally inquisitive' where concerns arise, referring any concerns through the appropriate channels.

We believe that it is possible to intervene to protect people who are vulnerable. Early intervention is vital and staff will be made aware of the processes to refer concerns about individuals and/or groups.

The ALP staff should have the confidence to challenge and the confidence to intervene. We support this by having robust safeguarding practices based on the most up-to-date guidance and best practise. As with any child protection referral, staff will be reminded that if they do not agree with a decision not to refer, they can make the referral themselves and will be given the contact details to do this via the safeguarding boards in the staffrooms.

The SLT of the ALP understand the potential indicating factors that a child is vulnerable to being radicalised or exposed to extreme views, including peer pressure, influence from other people or the internet, bullying, crime and anti-social behaviour, family tensions, race/hate crime, lack of self-esteem or identity, prejudicial behaviour and personal or political grievances. See Appendix 2.

In the event of prejudicial behaviour the following system will be followed:

- All incidents of prejudicial behaviour will be reported directly to the SLT or DSL.
- All incidents will be fully investigated and recorded in line with the Behaviour Policy and records will be kept in line with procedures for any other safeguarding incident.
- Parents/carers will be contacted and the incident discussed in detail, aiming to identify motivating factors, any changes in circumstances at home, parental views of the incident and to assess whether the incident is serious enough to warrant a further referral. A note of this meeting is kept alongside the initial referral.
- The SLT follow-up any referrals for a period of four weeks after the incident to assess whether there is a change in behaviour and/or attitude. A further meeting with parents would be held if there is not a significant positive change in behaviour.
- If deemed necessary, serious incidents will be discussed and referred to the local children's social care team.
- In the event of a referral relating to serious concerns about potential radicalisation or extremism, the school will also contact [preventmailbox@northumbria.pnn.police.uk](mailto:preventmailbox@northumbria.pnn.police.uk)

## DEFINITIONS AND INDICATORS

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.

There are a number of behaviours which may indicate 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.