

ROTHWELL VICTORIA PRIMARY LEARNING PARTNERSHIP

Anti Radicalisation Policy MAY 2016

Every Child Matters

Enjoy and
Achieve

Make a
Positive
Contribution



Be Safe

Be Healthy

Achieve
Economic
Wellbeing

Rothwell Victoria Infant School



CARE SHARE
HELP SMILE



Montsaye Community
Learning Partnership

ANTI-RADICALISATION POLICY STATEMENT

Rothwell Victoria Infant School and Rothwell Junior School is fully committed to safeguarding and promoting the welfare of all its pupils. As a school we recognise that safeguarding against radicalisation is no different from safeguarding against any other vulnerability. At Rothwell Victoria Infant School and Rothwell Junior School all staff are expected to uphold and promote the fundamental principles of British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs.

LINKS TO OTHER POLICIES

In formulating this policy, the Governors have taken account of the guidance from the Department for Education (DfE) who has called for all public bodies to make explicit their preventative measures to minimise the threat of extremism in their setting. The Rothwell Victoria Infant School and Rothwell Junior School Anti-Radicalisation and Preventing Extremism policy statement links to the following policies:

- Child Protection and Safeguarding
- Anti-bullying Policy
- Positive Behaviour Policy
- MCLP Equality policy (subject to ratification)
- E safety and social Media policy
- Staff Code of conduct

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. The Governing Body has a zero tolerance approach to extremist behaviour for all community members. We rely on our core values to steer our work and ensure the pastoral care of our pupils protects them from exposure to negative influences.

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.

AIMS AND PRINCIPLES

The main aims of this policy statement are intended to provide a framework for dealing with vulnerability, radicalisation and exposure to extreme views. We recognise we are well placed to be able to identify safeguarding issues

The principle objectives are that:

- Pupils are encouraged to adopt and live out the key "British Values" of tolerance, respect, understanding, compassion and harmonious living.
- Pupils are helped to understand the importance of democracy and freedom of speech, through SEAL (Social and emotional aspects of learning),
- Values assemblies and through the elected School Council members.
- Pupils are taught how to keep themselves safe, in school, in the community and when using the internet.
- Pupils engage in a broad, balanced curriculum that helps them appreciate and value their neighbours and friends who may not share their faith background.
- Pupil's wellbeing, confidence and resilience are promoted through our well planned curriculum and extensive out of hours learning opportunities.
- Pupils are supported in making good choices so they understand the impact and consequences of their actions on others.
- 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/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.
- Information regarding extremism is available on the school website.

E-SAFETY

Our school will prevent the on-line manifestation of extremism and radicalisation through its robust promotion of its e-safety mechanisms:

- The curriculum network is controlled and monitored in school, filtering and logging all internet activity.
- The administrative network has one firewall provided by Sophos protection which blocks specific core content. Additionally any concerning activity is filtered and logged by Lightspeed who produced a weekly report.

PROCEDURES FOR REFERRALS

Although serious incidents involving radicalisation have not occurred at RVPLP to date, it is important for us to be constantly vigilant and remain fully informed about the issues which affect the local area, city 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 agreed safeguarding practice.

DSLs are responsible for managing referrals relating to extremism and radicalisation.

THE ROLE OF THE CURRICULUM

Our curriculum promotes respect, tolerance and diversity. Children 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 PSHE (Personal, Social and Health Education) and SMSC (Spiritual, Moral, Social and Cultural) provision is embedded across the curriculum, and underpins the ethos of the school.

It is recognised 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. They are taught to seek adult help if they are upset or concerned about anything they read or see on the Internet.

STAFF TRAINING

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.

Governors, teachers, teaching assistants and non-teaching staff undergo PREVENT training and demonstrate an understanding of what radicalisation and extremism are and why we need to be vigilant in school.

VISITORS AND THE USE OF SCHOOL PREMISES

If any member of staff wishes to invite a visitor into the school, they must first seek approval from a DSL. Then they will be subject to Safeguarding Checks including DBS checks and photo identification.

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.

POLICY REVIEW

The Tackling Extremism and Radicalisation Policy will be reviewed annually as part of the overall Child Protection and Safeguarding policy review.