



Preventing Radicalisation and Extremism Policy

Approved Date 01/02/2018
Approved By Full Governing Body
Review Date 01/02/2020

Rationale

At Broadfield Primary School we take our responsibility to safeguard children, young people and families from violent extremism very seriously. At Broadfield, we value and champion freedom of speech and the expression of beliefs and ideology as fundamental rights underpinning our school and society's values. Broadfield is committed to providing a secure environment for children, where children feel safe and are kept safe. All adults at the school recognise that safeguarding is everyone's responsibility irrespective of the role they undertake or whether their role has direct contact or responsibility for children or not.

Aims

- To provide a safe and secure environment free from the threat of radicalisation and extremism.
- To ensure staff are well trained and equipped to identify signs of children at risk from radicalization and extremism.
- To put in place robust systems for reporting and dealing with concerns about children who are vulnerable and at risk.

Implementation

The definition of extremism we are using for this policy is:

'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; and/or calls for the death of members of our armed forces, whether in this country or overseas'.

At Broadfield every member of staff is very clear that there is no place for extremist views of any nature in our school, whether from the children, staff or governors or external groups such as the school community, external agencies or individuals. We believe that every child

must see school as a safe place where they can explore controversial issues safely and where our teachers encourage and facilitate the safe and open discussion of values and beliefs.

At Broadfield we recognise the dangers, extremism and exposure to extremist materials and influences, can pose to children resulting in children not achieving their potential both academically and socially. Any failure to protect children from extremist views is a failure of our duty to safeguard and protect children from harm.

Recognising the Indicators

At Broadfield we understand that children who become involved in extremist actions come from a range of backgrounds.

Children may become vulnerable to radicalisation through a range of social, personal and environmental factors.

Indicators of vulnerability to radicalisation and extremism include:

- Children seen as having an identity crisis and may have become distanced from their cultural or religious heritage and is not sure of their place in society.
- Children who are having a personal crisis for example tensions within the family or those who have a sense of isolation and have become distanced from their friends.
- Children who have not met or lived up to their aspirations may have a sense of injustice or feel like a failure in society.
- Children whose personal circumstances may make them vulnerable such as community tensions or events in the child's country of origin.
- Involvement with criminal groups.
- Children with SEND may experience social interaction difficulties.
- Being in contact with known extremist recruiters.
- Accessing violent extremist websites, especially those with a social networking element.
- Possessing or accessing violent extremist literature.
- Justifying the use of violence to solve issues.
- Joining or seeking to join extremist organisations.
- Significant changes to appearance and / or behaviour.
- Experiencing a high level of social isolation resulting in issues of identity crisis and / or personal crisis.

Every member of staff will be equipped, skilled and confident to identify and challenge extremism. Prejudice of any kind and extremist views will always be challenged by staff and dealt with in accordance to the Behaviour Policy.

The lead person within Broadfield for safeguarding in relation to protecting individuals from radicalisation and involvement in terrorism is Patricia Stennett.

If a member of staff has concerns they must immediately speak to the lead person or the Headteacher who will provide support, intervention and assistance for the child.

Where necessary the school will seek external support from the Local Authority and/or local partnership structures working to prevent extremism.

Broadfield will closely follow the locally agreed procedure as set out by the Local Safeguarding Children Board for safeguarding individuals vulnerable to extremism and radicalisation.

Principles and Approach to Teaching

- At Broadfield we will eradicate the myths and assumptions that can lead to some young people becoming alienated and disempowered.
- The school will teach this through PSHE, RE lessons and in assemblies. In addition we will adopt the methods outlined in the Government's guidance 'Teaching approaches that help build resilience to extremism among young people' DfE 2011.
- At Broadfield we will set children targets to build a sense of ownership and to create a safe environment for discussions between staff and children. This will help to build resilience in children and improve their skills for collaborative working.
- At Broadfield we will ensure that our approach to teaching enables our children to build up resilience to extremism and give children a positive sense of identity.
- Through our teaching of British values we will promote the values of democracy, the rule of law, individual liberty, mutual respect and tolerance for those with different faiths and beliefs.
- At the core of our work are the values of respect for one another and to tolerance of difference.
- We will also work in partnership with our local community and families to challenge extremist views.

External Support

- At Broadfield we use carefully vetted external agencies and speakers to enrich the experiences of our children and help prevent and tackle extremist views.

- We will ensure that any messages communicated to children are consistent with the ethos of the school and do not marginalise any communities, groups or individuals.
- All activities are carefully planned to meet the needs of the children and are continually monitored and evaluated for effectiveness.

Disability Equality Impact Assessment

This policy has been written with reference to and in consideration of the school's Disability Equality Scheme. Assessment will include consideration of issues identified by the involvement of disabled children, staff and parents and any information the school holds on disabled children, staff and parents.

Data Protection Statement

The procedures and practice created by this policy have been reviewed in the light of our Data Protection Policy.

All data will be handled in accordance with the school's Data Protection Policy.

Data Audit For This Policy					
What ?	Probable Content	Why ?	Who ?	Where ?	When ?

Registration / Admissions Data	Name D.O.B. Address Telephone	Legally Required To For Admission To School	All Staff (Where Necessary)	Initially Completed On Paper Then Entered Onto School's Information Management System	Held On File Throughout Child's Time At School
Behaviour Records	Medical Issues Parental Details	Well-Being of Your Child	Child Protection records only accessible to Child Protection Designated Lead and Deputy	Paper Version is Shredded	Passed Onto New School When Moving
Child Protection Records	Child Observations	Communication Government Legislation	Passed on to Police / external agencies if appropriate	Managed on CPOMs system	Computer Retains Copy of Records in 'Archive'

As such, our assessment is that this policy :

Has Few / No Data Compliance Requirements	Has A Moderate Level of Data Compliance Requirements	Has a High Level Of Data Compliance Requirements
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