PDET

# 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 & | By Whom |
|---|---|---|

| | Amendment Details | |
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| November 2020 | Approved | Education Committee |
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## 1. Background

This policy is part of Peterborough Diocese Education Trust's (the Trust) commitment to keeping children safe. Since the 'Education and Inspections 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 educating pupils about extremism and recognising when they start to become radicalised. In March 2015, statutory duties 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 protecting 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 irrespective 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 responsibilities 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 edition of "Keeping Children Safe in Education"
- *Behaviour Policy;* and
- *Acceptable Use Policy*.

## 2. Ethos

In our Trust, we ensure that through our distinctive Christian vision, our values, and through a broad, balanced and diverse curriculum and highly effective teaching, we promote tolerance and respect for all cultures, faiths and lifestyles. The Academy Governance Committees (AGCs) at our academies help ensure that this ethos is reflected and implemented effectively in the academy's policy and practice and that there are effective 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 attend 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 Behaviour Policy.*

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 actively challenge pupils, staff or parents / carers expressing opinions contrary to Fundamental/British Values, including those expressing 'extremist' views**.

## 3. Statutory Duties

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

- Counter Terrorism and Security Act (2015)
- The latest edition of Keeping Children Safe in Education
- 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*
- *Safeguarding 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 radicalisation and extremism and the academy specific information in this respect can be found in the Appendix attached to this Policy (the *Appendix*).

## 6. Definitions

***Extremism*** is defined as the holding of extreme political or religious views. In the 2015 Counter-Extremism 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 authorities" listed in Schedule 6 to the Act), in the exercise of their functions, 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 Christian values to steer our work and ensure the pastoral care of our pupils protects them from exposure to negative 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, British / Fundamental Values are reinforced regularly. For details of how in specific academies **– see the *Appendix***.

## 7. Roles and Responsibilities

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

It is the role of the AGC to help ensure that the academy meets its statutory duties with regard to preventing radicalisation and the AGC will liaise with the Headteacher and other staff about issues to do with protecting pupils from radicalisation.

### Role of the Headteacher

It is the role of the Headteacher to:

- Ensure that staff have appropriate training related to preventing radicalisation and extremism
- Ensure that the academy and its staff respond to preventing radicalisation and extremism on a day-to-day basis
- Ensure that the academy's curriculum addresses the issues involved in radicalisation and extremism
- Ensure that staff conduct is consistent with preventing radicalisation 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 radicalisation and extremism, are able to recognise the signs of vulnerability or radicalisation 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 radicalisation or are showing signs of radicalisation
- Make referrals to appropriate agencies with regard to concerns about radicalisation and extremism
- Support staff who may have to refer concerns
- Liaise with partners, including the local authority and the police
- Report to the Central Executive Team and AGC on these matters.

### Role of Staff

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

The Trust is fully committed to safeguarding and promoting the welfare of all its pupils. As a Trust, we recognise that safeguarding against radicalisation is no different from safeguarding against any other vulnerability. All staff are expected to uphold and promote the principles of British / 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 responsibilities staff will be alert to:

- Disclosures by pupils of their exposure to the extremist actions, views or materials of others outside of the academy, such as in their homes or community groups, especially where pupils have not actively sought these out
- Graffiti symbols, writing or art work promoting extremist messages or images
- Pupils accessing extremist material online, including through social networking sites
- Parental reports of changes in behaviour, friendship or actions and requests for assistance
- Other schools / academies, local authority services, and police reports of issues affecting pupils in other schools / academies or settings
- Pupils voicing opinions drawn from extremist ideologies and narratives
- Use of extremist or "hate" terms to exclude others or incite violence
- Intolerance of difference, whether secular or religious or, in line with our equalities policy, views based on, but not exclusive to, gender, disability, homophobia, race, colour or culture
- Attempts to impose extremist views or practices on others
- Anti-Western or anti-British 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 inquisitive learners and critical 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 consultations. The RE, RSHE, PSHE, Citizenship, 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 preventing 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 resolution.

We will all strive to eradicate the myths and assumptions 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 question 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 reflective learner within a calm, caring, happy and purposeful atmosphere. Teaching the academy's core values alongside the British / Fundamental Values supports quality teaching and learning, whilst making a positive contribution 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 relation 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 radicalisation, are able to recognise the signs of vulnerability or radicalisation and know how to refer their concerns. This information also forms part of induction safeguarding training. All staff complete the Channel online training every 3-4 years and are updated as necessary by the DSL and in weekly staff meetings.

## 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 edition of *Keeping Children Safe in Education.* Vetting and barring checks are undertaken on relevant people, including Directors, governors and volunteers.

The arrangements for recruiting all staff, permanent and volunteers, to our academies will follow safer recruitment best practice in education settings 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 vetting checks is completed and maintained. We will be alert to the possibility that persons may seek to gain positions within our academies so as to unduly influence an academy's character and ethos. We are aware that such persons seek to limit the opportunities for our pupils thereby rendering them vulnerable to extremist views and radicalisation as a consequence.

## 12. Visitors

Visitors to our academies are made aware of our policy and procedures on Safeguarding / Child Protection and of procedures on arrival at the academies and are given information 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 vetting checks will be undertaken. Such vetting is to ensure that we do not unwittingly use agencies that contradict each other with their messages or that are inconsistent with, or are in opposition 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 effectiveness 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 communities, groups or individuals
- Any messages do not seek to glorify criminal activity or violent extremism or seek to radicalise pupils through extreme or narrow views of faith, religion or culture or other ideologies
- Activities are properly embedded in the curriculum and clearly mapped to schemes of work to avoid contradictory messages or duplication
- Activities are matched to the needs of pupils
- Activities are carefully evaluated by the academy to ensure that they are effective.

Speakers will be supervised at all times 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 radicalisation, 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 radicalisation 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 radicalisation / 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 National 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 platform 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 organisations that are extremist in their views.

## 16. Signs of Vulnerability

There are no known definitive indicators that a pupil is vulnerable to radicalisation, 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
- Traumatic events
- Global or national events
- Religious conversion
- Change in behaviour
- Extremist influences
- Conflict with family over lifestyle
- Confused identify
- Victim or witness to race or hate crimes
- Rejection by peers, family, social groups or faith.

## 17. Recognising Extremism

Early indicators of radicalisation 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
- Advocating messages similar to illegal organisations or other extremist groups
- Out of character changes in dress, behaviour and peer relationships (but there are also very powerful narratives, programmes and networks that young people can come across online so involvement with particular groups may not be apparent)
- Secretive behaviour
- Online searches or sharing extremist messages or social profiles
- Intolerance of difference, including faith, culture, gender, race or sexuality
- Graffiti, art work or writing that displays extremist themes
- Attempts to impose extremist views or practices on other
- Verbalising anti-Western or anti-British views
- Advocating violence towards others.

## 18. Referral Process

Staff and visitors to the academies must refer all concerns about pupils who show signs of vulnerability or radicalisation. They must be passed to the DSL using the usual methods for reporting 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

**Academy specific information**

**Name of Academy**: Sywell CE Primary School
**Name of Headteacher:** Liz Blakeley
**Name of Designated Safeguarding Lead (DSL):** Liz Blakeley

**Risk assessment**
The current UK threat level is SEVERE meaning an attack is highly likely. At Sywell CE Primary School, we have assessed the level of risk of radicalisation and extremism to be moderate. Our judgement has been made after discussion with the Prevent Officer / local Police, review of our IT systems and routine updates via Northamptonshire Safeguarding Children Partnership (NSCP).

**British / Fundamental Values**
We reinforce these in the following way:
As a Church of England Primary school, we work on a termly rotation of values, including those that relate to British/Fundamental values. The children are aware of the value focus each term through posters supporting and promoting the named value and these are then referred to when relevant in lessons. The chosen value is also then promoted through Collective Worship sessions.
The school's behaviour management system is based on a set of 'Guiding Principles' rather than 'rules' which outline behavioural expectations in a positive manner and are supportive of the core values of the school.

**Democracy**
Pupils are actively encouraged to have a voice and share their views and opinions regularly. Our active School Council is one such example. Every September we have an election week when the candidates for class representatives on the School Council pitch their election manifesto to the rest of their class. A secret ballot ensues and the results are announced in a special session of Collective Worship. The School Council representatives (1 Year 5/6 member per House Group and 1 representative per year group from Years 1-4, 8 members in total) meet regularly, then take the ideas from the meeting back to their classes for discussion.
Pupils are also encouraged to give their views regularly about a variety of topics through pupil voice interviews conducted by staff and governors. This may be based around curriculum, extra-curricular activities or pupil wellbeing.

**The Rule of Law**
The importance of law is consistently reinforced throughout the School day, as well as when dealing with behaviour and through School 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 code of conduct, which is referred to regularly and is consistently upheld, 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 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.

**Mutual Respect**

Mutual respect is at the heart of our values and ethos. Pupils learn that their behaviours have an effect on their own rights and those of others. The school's approach to behaviour management is based on a set of Guiding Principles. These principles apply to both children and adults attending to the school and this is made clear to all. Behaviour management is based on positive strategies and staff are trained in the importance of mutual respect in managing negative behaviour incidents. Respect is a core value of the school and is key in our Christian Narrative:
"Be devoted to one another in love. Honour one another above yourselves." Romans 12:10

**Tolerance of Those of Different Faiths and Beliefs**

Sywell Primary School is situated in an area, which is not necessarily culturally diverse, however our school population is, 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 worldviews 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 through the following ways:

We promote pupils knowing they have a voice in the classroom, that opinions should be shred, but respected by others and that having differing opinions is entirely acceptable. House Groups across the school promote formation of relationships between pupils in a different way to class groupings, demonstrating the importance of being open minded to developing positive relationships with those you may not necessarily associate with on a day-to-day basis.

In Religious Education, exploration of different faiths and cultures in order to encourage tolerance, respect and understanding for the beliefs of others happens routinely throughout the year. In Computing, characteristics such as critical thinking are promoted and encouraged alongside education in online safety both at home and at school. Our PSHE scheme, Pol-Ed, promotes the school's values and has a strong emphasis on healthy relationships and how these can be promoted, as well as equipping children with the knowledge they can speak out about things that make them feel unhappy or uncomfortable. Our Geography curriculum explores different areas and cultures of the world to ensure children are informed that the world is a wider place with a great many different groups living within it.

Our PSHE curriculum has been reviewed and the Pol Ed scheme has been adopted in order to ensure children have a broad and considered approach to the curriculum supporting their personal development. The Pol Ed resources include units specifically on Understanding the Law which:

"...cover key laws to help pupils understand legislation in modern Britain, such as the Equality Act 2010, and explore how aspects of the legal system work, including the age of criminal responsibility. This also supports schools in promoting Fundamental British Values.". As a school we have undertaken an exercise is mapping all lessons in our PSHE scheme against British Values.

This curriculum knowledge is often brought together through one off events in different forms, for example through the school's Celebrating Me day in which children share the things that make them unique with a view to informing others and showing pride in their background, faith, culture or interests.

**Approaches**

In Sywell Primary School:

• pupils are encouraged to adopt and live out our Core Christian Values of fellowship, love 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;
• 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 the Securley Monitoring System and the Headteacher scrutinises these reports. The Headteacher keeps an up-to-date log on MyConcern of incidents, actions taken and outcomes. Measures are taken to prevent further access when new sites that are unblocked are found

Signed (Headteacher)  Liz Blakeley

Signed (Chair of Governors) .....

Date 19th November 2026

**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.