

**ST BARTHOLOMEW'S SCHOOL**  
**RADICALISATION & EXTREMISM POLICY**  
**(Safeguarding)**

**Reviewed by the Governors' Learning and Achievement Committee, Autumn 2017**  
**Approved by the Full Governing Body, Autumn 2017**  
**To be reviewed Autumn 2018**

**RATIONALE:**

St Bartholomew's School is committed to the safety and well-being of all students and staff, whilst helping them to prepare for a full and active adult life. The school recognises that in today's world adults and students may be exposed to radical and extremist views, both through the people they meet and through a wide range of media.

**Background:** This 'Radicalisation and Extremism Policy' is part of our commitment to keeping children safe. Since the 'Education and Inspections Act 2006' schools 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.

Schools have an important part to play in both educating children and young people about extremism and recognising when students start to become radicalised. In March 2015, new statutory duties were placed on schools by the Counter Terrorism and Security Act (2015) which means they must work to prevent children being drawn into extremism.

Safeguarding children from all risks of harm is an important part of a school's work and protecting them from extremism is one aspect of that.

**GUIDANCE:**

It is important to define the terms that we are using.

**Extremism** is defined in the 2011 Prevent strategy 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 the armed forces, whether in this country or overseas.

**Radicalisation** refers to the process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups.

**British Values** are as set out in the British Values Statement.

**IMPLEMENTATION:**

At St Bartholomew's School we ensure that through our vision, values, relationships and teaching we promote tolerance and respect for all cultures, faiths and lifestyles. The Governing Body also ensures

that this ethos is reflected and implemented effectively through school policy and practice and that there is an effective safeguarding policy in place to protect and promote students' welfare.

We have a duty to prepare our children for life in modern Britain and to keep them safe. Everyone at St Bartholomew's School has the right to learn and work in safety. We do not tolerate bullying of any kind and will challenge derogatory language and behaviour towards others.

### **Statutory Duties**

The duty to prevent children and young people being radicalised is set out in the following documents.

- Counter Terrorism and Security Act (2015)
- Keeping Children Safe in Education (2016)
- Prevent Duty Guidance (2015)
- Working Together to Safeguard Children (2015)

### **Non-statutory Guidance**

- Promoting fundamental British values as part of SMSC in schools: Departmental Advice for Maintained Schools (DfE 2014)

### **Related Policies**

- E-Safety and Internet Use Policy
- Behaviour Policy and Code of Conduct
- Child Protection (Safeguarding) Policy
- Equal Opportunities Policy
- Curriculum Policy
- Statement of British Values

### **Roles and Responsibilities**

#### **Role of the Governing Body**

It is the role of the Governing Body to ensure that the School meets its statutory duties with regard to preventing radicalisation.

The Governing Body has a nominated person (Mrs C Colston), who as the Safeguarding Governor will liaise with the Designated Safeguarding Officer within school (Mrs M Sims, Deputy Headteacher: Student Progress & Inclusion) and other staff about issues to do with protecting children from radicalisation.

#### **Role of the Headteacher**

It is the role of the Headteacher to:

- ensure that the School and its staff respond to preventing radicalisation on a day-to-day basis,
- ensure that the School's curriculum addresses the issues involved in radicalisation
- ensure that staff conduct is consistent with preventing radicalisation

#### **Role of Designated Safeguarding Lead**

It is the role of the designated safeguarding Lead to:

- ensure that staff understand the issues of radicalisation, are able to recognise the signs of vulnerability or radicalisation and know how to refer their concerns. This is delivered through regular safeguarding training for all staff where Mrs M Sims is approved by the British Home Office to deliver this training.
- receive safeguarding concerns about children and young people who may be vulnerable to the risk of radicalisation or are showing signs of radicalisation. This is implemented through the well established safeguarding referral system within the school.
- the safeguarding Lead will make referrals to appropriate agencies with regard to concerns about radicalisation
- liaise with partners, including the local authority and the police
- report to the Governing Body on these matters

### **Role of staff**

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

### **Curriculum**

We are committed to ensuring that our students are offered a broad and balanced curriculum that aims to prepare them for life in Britain and the modern world. We encourage our students to be inquisitive learners who are open to new experiences and are tolerant of others.

Our values support the development of the whole child as a reflective learner within a safe respectful learning environment. Teaching the School's core values alongside the fundamental British Values supports quality teaching and learning, whilst making a positive contribution to the development of a fair, just and civil society. The delivery of topics within the Personal Development Programme makes a significant contribution to this area, whilst the role of the House system is also significant in the delivery of core values.

### **Internet Safety**

The internet provides children 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 the school blocks inappropriate content, including extremist content.

Where staff, students or visitors find unblocked extremist content they must report it to a senior member of staff.

We are aware that children and young people have access to unfiltered internet when using their mobile phones and staff are alert to the need for vigilance when students are using their phones.

Students and staff know how to report internet content that is inappropriate or of concern.

### **Staff Training**

Staff will be 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 annual safeguarding training.

## **Safer Recruitment**

We ensure that the staff we appoint to the school are suitable, our recruitment procedures are rigorous and we follow the statutory guidance published in part 3 of *Keeping Children Safe in Education (2016)*. Vetting and barring checks are undertaken on relevant people, including governors and volunteers.

## **Visitors**

We undertake due diligence to ensure that visiting speakers are appropriate. Speakers will be supervised at all times and will not be allowed to speak to students without a member of staff being present.

Staff must not invite speakers into school without first obtaining permission from the Headteacher.

## **Signs of vulnerability**

There are no known definitive indicators that a young person is vulnerable to radicalisation, but there are a 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 identity
- victim or witness to race or hate crimes
- rejection by peers, family, social groups or faith

## **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 school
- 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 others
- verbalising anti-Western or anti-British views
- advocating violence towards others

### **Referral Process**

Staff and visitors to the School **must** refer all concerns about children and young people who show signs of vulnerability or radicalisation to the **Designated Safeguarding Lead (Mrs M Sims, Deputy Headteacher: Student Progress & Inclusion)** using the usual methods for reporting other safeguarding concerns.

When there are significant concerns about a student, the Designated Safeguarding Officer in liaison with the Headteacher will make a referral to the appropriate body.

### **EVALUATION & MONITORING:**

This policy will be monitored and reviewed by the Governing Body through the Learning and Achievement Committee.

Any actions taken in accordance with this policy will be reported to the termly meeting of the Learning and Achievement Committee

The 'Prevent Self Assessment' tool (See Appendix 1) will be used on an annual basis and the findings presented to the Governing Body with the Annual Safeguarding Audit.

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Signed by Chair

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Date