



# **BASSENTHWAITE PRIMARY AND DUCKLINGS NURSERY SCHOOL**

## **POLICY ON PREVENTING RADICALISATION IN SCHOOL 2021**

Approved by:           M Taylor/S Peck          

Date: 27/09/2021and8/12/2021

## **PREVENT Policy**

**Name of School:** Bassenthwaite Primary School

**Date of Policy:** Reviewed Sep 2021

**Consultation:** This policy has been drawn up by the governors at Bassenthwaite Primary School following HM Government's "Guidance for specified authorities in England and Wales on the duty in the Counter-Terrorism and Security Act 2015 to have due regard to the need to prevent people from being drawn into terrorism" document 2015, DfE Guidance "The Prevent Duty: Departmental advice for schools and childcare providers" 2015 and "Learning together to be safe: A toolkit to help schools contribute to the prevention of violent extremism" from the Department for Children, Schools and Families (DCSF) 2011.

## **INTRODUCTION**

The threat to the UK from international terrorism is substantial. The terrorist threats that we now face are more diverse than ever before, dispersed across a wider geographical area and often in countries without effective governance. We therefore face an unpredictable situation.

Dealing with violent extremism is nothing new. Throughout history there have been groups prepared to use violence to achieve their aims. A small minority of these seek to radicalise young people with an ideology which justifies the use of violence through a distorted interpretation of a set of values (often associated with a religion).

In line with guidance, Bassenthwaite Primary School has a zero tolerance acceptance of extremist behaviour and ensures that our care, guidance and curriculum empowers young people to reject violent or extremist behaviour.

Whilst it remains very rare for school age children to become involved in extremist activity, young people can be exposed to extremist influences or prejudiced views, including via the internet, from an early age. Early intervention is a preferable way of tackling extremism.

## **DEFINITION**

Extremism can be defined as "holding of extreme opinions: the holding of extreme political or religious views or the taking of extreme actions on the basis of those views".

## **STRATEGIES FOR PREVENTING EXTREMISM**

The Office for Security & Counter Terrorism works to counter the threat from terrorism and their work is detailed in the counter terrorism strategy CONTEST. This strategy is based on four areas of work:

- **Pursue**

To stop terrorist attacks

- **Prevent**

To stop people becoming terrorists or supporting terrorism

- **Protect**

To strengthen our protection against a terrorist attack

- **Prepare**

To mitigate the impact of a terrorist attack

Our role, as a school, is outlined more specifically in the DCSF document 'Learning together to be safe: A toolkit to help schools contribute to the prevention of violent extremism.'

## **AIMS**

At Bassenthwaite Primary School we follow the principles outlined in the DCSF toolkit which seeks to:

- **Raise awareness** within school of the threat from violent extremist groups and the risks for young people.
- Provide **information** about what can cause violent extremism, about preventative actions taking place locally and nationally and where we can get additional information and advice.
- Help schools understand the **positive contribution** they can make to empower young people to create communities that are more resilient to extremism, and **protecting the wellbeing** of particular pupils or groups who may be vulnerable to being drawn into violent extremist activity.
- Provide advice on **managing risks** and responding to incidents locally, nationally or internationally that might have an impact on the school community.

In school, we have determined "British Values" to be:

- Democracy
- The rule of law
- Individual liberty
- Mutual respect
- Tolerance of those with different faiths and beliefs

The school will use these principles to guide our work in all areas including building on our work in:

- Planning a vibrant, engaging Collective Worship programme with core ethical values and beliefs at its heart
- A strong ethos in which the children's Spiritual, Social, Moral and Cultural development is of paramount importance
- A well-structured PSHE curriculum which teaches and reinforces British Values
- A well-structured RE curriculum which teaches children knowledge of other religions and the importance of respecting the beliefs of others
- An effective School Council enabling students to actively participate in the democratic process
- A broad and balanced curriculum which addresses many of these core values across a range of subject areas
- Having a clearly communicated and consistently applied Behaviour Policy so that pupils understand what is expected of them and the consequences of both meeting and failing to meet these expectations
- Having a rigorous commitment to the pupils' safety (for example: trips and visits policy and procedures, Safeguarding procedures, and Health and Safety procedures)

All staff who work directly with children receive training on understanding how to deal with preventing children from becoming involved with violent and extremist behaviour.

## **Whistle Blowing**

Where there are concerns of extremism or radicalisation pupils, Staff and Governors in our schools will be encouraged to make use of our internal systems to Whistle Blow or raise any issue in confidence. They must inform the Headteacher straight away (or if it relates to the Headteacher inform the Chair of Governors).

## **Safeguarding**

Please refer to school's Safeguarding Policy for the full procedural framework on our Safeguarding and Child Protection duties.

Staff at the school will be alert to the fact that whilst Extremism and Radicalisation is broadly a safeguarding issue there may be some instances where a child or children may be at direct risk of harm or neglect. For example; this could be due to a child displaying risky behaviours in terms of the activities they are involved in or the groups they are associated with or staff may be aware of information about a child's family that may equally place a child at risk of harm. (These examples are for illustration and are not definitive or exhaustive).

Therefore, all adults working in the school (including visiting staff, volunteers, contractors, and students on placement) are required to report instances where they believe a child may be at risk of harm or neglect to the Designated Safeguarding Lead within the school.

The school's Safeguarding reporting arrangements will be set out fully in the school's Safeguarding Policy.

The Designated Safeguarding Lead is: Sara Royle  
The Deputy Safeguarding Lead is: Anneli Pickering  
The Designated Safeguarding Governor is: Mark Ainsworth

## **Role of Local Governing Bodies**

The Governing Body of the school will undertake appropriate training to ensure that they are clear about their role and the parameters of their responsibilities as Local Governing Body Members, including their statutory safeguarding duties.

The Governing Body of our school will support the ethos and values of our school and will support their schools in tackling extremism and radicalisation.

In line with the provisions set out in the DfE guidance 'Keeping Children Safe in Education, 2015' the Governing Body will challenge their school's senior management team on the delivery of this policy and monitor its effectiveness.

Policy to be reviewed annually.