Felsted

PREVENTING RADICALISATION POLICY

WHOLE SCHOOL
INCLUDING EYFS AND BOARDING

Committee normally reviewing:	Regulatory Compliance & Governance Group
Date last formally approved:	Autumn Term 2024
Date policy became effective:	September 2015

Period of Review:	Three yearly
Next Review Date:	Autumn Term 2027

Person responsible for implementation and monitoring:	Designated Safeguarding Lead
Other relevant policies**:** ● Safer Recruitment Policy ● Behaviour Policy ● Anti-Bullying Policy ● Restrictive, Interventions inc. use of Reasonable Force Policy ● Permanent Exclusions (Expulsion) Policy ● Crisis Management Plan ● Online Safety and ICT Acceptable Use Policy ● Equal Opportunities Policy ● Curriculum Policy	● Health and Safety Policy ● Promoting the Welfare of Boarders Policy ● Health Education Policy ● PSHE Policy ● RSE Policy ● Tutoring Policy (Senior) ● Social Media Policy ● CEIAG Policy ● Interviewing Pupils Policy ● Parent and Guardians Relationship Policy ● Round Square Exchange Policy (Senior)

The following Policy encompasses the Aims and Ethos of the Preparatory School and the Senior School

Aims and Ethos

SAFEGUARDING STATEMENT
Felsted is committed to maintaining a safe and secure environment for all pupils and a 'culture of vigilance' to safeguard and protect all in its care, and to all aspects of its 'Safeguarding (Child Protection) Policy and the Staff Behaviour Policy'.

EQUAL OPPORTUNITIES STATEMENT
The aims of the School and the principles of excellent pastoral care will be applied to all children irrespective of their race, sex, disability, religion or belief, sexual orientation, gender reassignment or pregnancy or maternity; equally these characteristics will be recognised and respected, and the School will aim to provide a positive culture of tolerance, equality and mutual respect.

Background

This 'Preventing Radicalisation Policy' is part of our commitment to keeping children safe. 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 pupils 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.

Ethos

At Felsted we ensure that through our school vision, values, rules, diverse curriculum 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 in school policy and practice and that there are effective risk assessments in place to safeguard and promote students' welfare.

We have a duty to prepare our children for life in modern Britain and to keep them safe.

Pupils who attend our school have the right to learn 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
- Keeping Children Safe in Education
- Prevent Duty Guidance
- Working Together to Safeguard Children

Non-statutory Guidance

- Improving the spiritual, moral, social and cultural (SMSC) development of pupils: supplementary information

Definitions

Extremism is the promotion or advancement of an ideology based on violence, hatred or intolerance, that aims to:

1. negate or destroy the fundamental rights and freedoms of others; or
2. undermine, overturn or replace the UK's system of liberal parliamentary democracy and democratic rights; or
3. intentionally create a permissive environment for others to achieve the results in (1) or (2).

The types of behaviour below are indicative of the kind of promotion or advancement which may be relevant to the definition, and are an important guide to its application. The further context below is also an essential part of the definition.

Radicalisation is the process of a person legitimising support for, or use of, terrorist violence.

Terrorism is an action that endangers or causes serious violence to a person/people; causes serious damage to property; or seriously interferes or disrupts an electronic system. The use or threat must be designed to influence the government or to intimidate the public and is made for the purpose of advancing a political, religious or ideological cause

British Values are democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs.

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 two nominated persons (the governors for safeguarding) who will liaise with the Heads, Designated Safeguarding Lead and other staff about issues to do with protecting children from radicalisation.

Role of the Heads of Both Schools

It is the role of the Head 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 (DSL)

It is the role of the DSL 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
- receive and respond to safeguarding concerns about children and young people 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
- 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 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 who are open to new experiences and are tolerant of others.

Tolerance and respect for the views of others are central to all aspects of the Felsted School community, within the classroom, during co-curricular activities in the houses and in social situations as outlined in the school ethos. British values such as fair play, a belief in democracy and supporting those in need underpin the structure of school life with pupils encouraged to voice their opinions through school and house councils. British values are directly addressed in chapel services, assemblies, tutorials, the PSHE curriculum and in subjects such as English, Drama, RS, History, Government and Politics, Geography and in activities such as team

sports, MUN and hosting and visiting other schools (for example sports tours). There is a rich history at Felsted of raising money for less fortunate societies and visiting and individually contributing in places such as Mumbai, Malawi, Kenya and Uganda, as well as London Docklands in this country.

These values support the development of the whole child as a reflective learner within a calm, caring, happy and purposeful atmosphere. 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.

Online 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 our school block inappropriate content, including extremist content.

We educate our pupils on the safe use of social media. The School's monitoring and filtering system will alert the DSLs if sites are found to be dangerous.

If staff, pupils or visitors find any online content of concern, they must report it to the DSL or a senior member of staff.

The School's Online Safety and ICT Acceptable Use Policy, Safeguarding (Child Protection) Policy, Staff Behaviour Policy and the Social Media Policy, sets out the School's approach to online safety, and also includes detail on the use of mobile technology in school, accessing 4G and 5G technology on school premises and the School's IT arrangements to ensure that children are safe from terrorist and extremist material when accessing the internet through the School's systems.

All pupils and all staff are required to sign the computer / device usage acceptable agreement to confirm they have understood what is acceptable.

Pupils 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 induction safeguarding training. Staff are updated as necessary in safeguarding briefings.

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

Visitors

Visitors are provided with safeguarding information and a copy of the Safeguarding (Child Protection) Policy and the Staff Behaviour Policy is published on the website and can be accessed from the School reception for visitors to refer to if they wish. The contact details for the DSL are printed on the back of the visitor's badge so that, if they are concerned about the welfare of any pupil, they can report this directly.

Visiting speakers are sent safeguarding information and visiting speaker guidelines in advance of their visit, informing them about our preventing extremism policy. We undertake due diligence to ensure that visiting speakers are appropriate and relevant checks are undertaken.

Speakers will be supervised at all times and will not be allowed to speak to children without a member of staff being present.

Staff must not invite speakers into school without first obtaining permission from the Head (Prep) or the Senior Deputy Head (Senior).

'No platform for extremists'

The school is vigilant to the possibility that out-of-hours hire of the school premises may be requested by people wishing to run an extremist event. The school does not accept bookings from individuals or organisations that are extremist (see definition of extremism above) in their views.

Signs of vulnerability

There are no known definitive indicators that a young person 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

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

Risk factors

- Being involved in bullying, either as a perpetrator or victim
- Exposed to or being involved in crime and anti-social behaviour
- Family tensions
- Exposed to or involved in race or hate crime
- Lack of self-esteem or identity
- Personal or political grievances

- Feelings of grievance and injustice
- Feeling under threat
- A need for identity, meaning and belonging
- A desire for status
- A desire for excitement and adventure
- A need to dominate and control others
- A desire for political or moral change
- Opportunistic involvement
- Family or friends involved in extremism
- Mental health issues

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 DSL using the usual methods for reporting other safeguarding concerns.

When there are significant concerns about a pupil, the DSL, in liaison with the Head, will make a referral to the appropriate body, such as making a Prevent referral, social care or Channel.