Bushey Heath Primary School
School Ethos, Anti-Radicalisation and British Values

Bushey Heath Primary School is a microcosm of what we would like society to be: a happy, caring collection of motivated and hardworking individuals, capable of living together harmoniously while recognising and respecting each other's differences. We have the following embedded into the ethos and life of the school:

- belief in freedom,
- tolerance of others,
- accepting personal and social responsibility,
- respecting and upholding the rule of law.

Our values have a vital role in uniting us.

1. **AIMS AND OBJECTIVES**

The principal aims and objectives of this policy are:

- to ensure that members of staff remain engaged in being vigilant about radicalisation and overcome any professional disbelief that such issues can happen here;
- ensure that we work alongside other professional bodies and agencies to ensure that our pupils are safe from harm and are not drawn into terrorism;
- staff and governors will have an understanding of what radicalisation and extremism are and why we need to be vigilant in school;
- build pupils' resilience to radicalisation by promoting fundamental British values and enabling them to challenge extremist views;
- staff and governors will know what the school policy is on anti-radicalisation and extremism and will follow this policy.
- parents/carers and students will know that the school has policies in place to keep pupils safe from harm and that the school regularly reviews its systems to ensure they are appropriate and effective and follow current government guidelines.

2. **DEFINITIONS**

'Extremism' (defined in the Prevent strategy published by the Government in 2011 part of its overall counter-terrorism strategy) 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. We also include in our definition of extremism calls for the death of members of our 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.

3. **RISK ASSESSMENT AND INDICATORS**

The school assesses the risk of students being drawn into terrorism, including support for extremist ideas that are part of terrorist ideology based on both a general understanding of the risks affecting children and young people in the area and a specific understanding of how to identify individual children who may be at risk of radicalisation and what to do to support them.

The school maintains an awareness of the increased risk of online radicalisation, as terrorist organisations such as ISIL seek to radicalise young people through the use of social media and the internet.

There is no single way of identifying an individual who is likely to be susceptible to a terrorist ideology. As with managing other safeguarding risks, staff are alert to changes in pupil's behaviour which could indicate that they may be in need of help or protection. Pupils at risk of radicalisation may display different signs or seek to hide their views. School staff should use their professional judgment in identifying children who might be at risk of radicalisation and act proportionately.

There are a number of behaviours which may indicate a child is at risk of being radicalised or exposed to extreme views, these include:

- spending increasing time in the company of other suspected extremists;
- changing their style of dress or personal appearance to accord with the group;
- their day-to-day behaviour becoming increasingly centred on an extremist ideology, group or cause;
- loss of interest in other friends and activities not associated with the extremist ideology, group or cause;
- possession of materials or symbols associated with an extremist cause;
- attempts to recruit others to the group/cause
- communications with others that suggest identification with a group, cause or ideology;
- using insulting derogatory names for another group;
- increase in prejudice-related incidents committed by that person – these may include physical or verbal assault, provocative behaviour, damage to property, derogatory name calling, possession of prejudice-related materials, prejudice related ridicule or name calling, inappropriate forms of address, refusal to co-operate, attempts to recruit to prejudice-related organisations, condoning or supporting violence towards others.

4. **PROCEDURES FOR REFERRALS**

It is important for us to be constantly vigilant and remain fully informed about the issues, which affect the area in which we teach. Staff are reminded to suspend any professional disbelief that instances of radicalisation 'could happen here' and to refer any concerns regarding evidence of extreme views through the appropriate safeguarding channels via the Designated Person for Child Protection.

The Designated Person will deal with referrals on a case-by-case basis and in accordance with the School Safeguarding and Child Protection policies and procedures, in appropriate cases referrals may be made to external agencies or the Channel programme (The Channel is a programme which focuses on providing support at an early stage to people who are identified as being vulnerable to being drawn into terrorism. It provides a mechanism for schools to make referrals if they are concerned that an individual might be vulnerable to radicalisation. An individual's engagement with the programme is entirely voluntary at all stages.)

Safeguarding arrangements take into account the policies and procedures of the Local Safeguarding Children Boards.

The school recognises that effective engagement with pupils' parents / the family is also important as they are in a key position to spot signs of radicalisation. The school will assist and advise families who raise concerns and point them to the right support mechanisms.

For non-emergency cases the Department for Education has dedicated a telephone helpline (020 7340 7264) to enable staff and governors to raise concerns relating to extremism directly. Concerns can also be raised by email to counter.extremism@education.gsi.gov.uk.

5. **THE ROLE OF THE CURRICULUM**

The school recognizes the importance of providing a safe space in which students and staff can understand the risks associated with terrorism and develop the knowledge and skills to be able to challenge extremist arguments. The curriculum plays an important role in this respect as it promotes respect, tolerance, diversity and British Values. All students are encouraged to share their views and recognise that they are entitled to have their own different beliefs, which should not be used to influence others.

PHSE can be an effective way of providing pupils with time to explore sensitive or controversial issues, and equipping them with the knowledge and skills to understand and manage difficult situations. The subject can be used to teach pupils to recognise and manage risk, make safer choices, and recognise when pressure from others threatens their personal safety and wellbeing. They can also develop effective ways of resisting pressures, including knowing when, where and how to get help. The school encourages pupils to develop positive character traits, such as resilience, determination, self-esteem, and confidence.

Citizenship classes helps to provide pupils with the knowledge, skills and understanding to prepare them to play a full and active part in society. It equips pupils to explore political and social issues critically, to weigh evidence, to debate, and to make reasoned arguments. In Citizenship, pupils learn about democracy, government and how laws are made and upheld. Pupils are also taught about the diverse national, regional, religious and ethnic identities in the United Kingdom and the need for mutual respect and understanding.

We strive to equip our students with confidence, self-belief, respect and tolerance as well as the habit of setting high standards and expectations for themselves. Students are taught how to stay safe in a variety of situations they may face and what to do if they are concerned. This includes safe Internet use, where children are encouraged to recognise that people are not always who they say they are online. They are taught to seek adult help and how to block and report messages if they are upset or concerned about anything they read or see on the Internet.

6. **STAFF TRAINING**

Through training opportunities in our school, we will continue to ensure that staff are fully aware of the threats, risks and vulnerabilities that are linked to radicalisation; are aware of the process of radicalisation and how this might be identified early on. Training ensures that staff have the knowledge and confidence to identify students at risk of being drawn into terrorism and to challenge extremist ideas. The Designated Safeguarding Lead will undertake Prevent awareness training (to Workshop to Raise Awareness of Prevent (WRAP)) provide advice and support to other members of staff on protecting children from the risk of radicalisation.

7. **POLICY REVIEW**

The Policy will be reviewed as part of the overall Child Protection and Safeguarding Policy review.

Actions to monitor this policy will include:
All visiting speakers will be suitable and appropriately supervised, in particular student clubs must seek

permission to have an outside speaker from the Head or Deputy.

SLT will visits clubs with speakers.

Opportunities for controlled debate and discussion – General Studies.

We will be alert to the student who is a loner, or is unable to articulate their feelings or who carry a lot of anger. These students can be prey to those who would seek to corrupt children. With these students we will set up targeted support in articulating feelings and feeling valued.

Hertfordshire (our Internet provider) and our IT links monitor websites and usage, including establishing appropriate levels of filtering to ensure our students are safe from extremist material when accessing the internet in school.

Links to other policies
This policy links to the following school policies:

- Safeguarding Policy
- Equality Policy
- Anti-Bullying Policy
- Behaviour Policy

BRITISH VALUES
The Department for Education states that there is a need "to create and enforce a clear and rigorous expectation on all schools to promote the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs."

The government set out its definition of British values in the 2011 Prevent Strategy and these values were reiterated by the Prime Minister in 2014. Bushey Heath Primary School is fully committed to safeguarding and promoting the welfare of all its pupils. As a School we recognise that safeguarding against radicalisation is no different from safeguarding against any other vulnerability. All staff and students are expected to uphold and promote the fundamental principles of our shared core values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs.

Democracy
Democracy is embedded at the school. Students are always listened to by adults and are taught to listen carefully and with concern to each other, respecting the right of every individual to have opinions and voices heard. Students also have the opportunity to air their opinions and ideas through our School Council and in form period time. Children are taught to accept that while their opinions may be valid, and legitimately expressed, this does not mean that they are necessarily the only point of view. The GAPS Association and our annual Prefect and Head Team elections reflect our British electoral system and demonstrate democracy in action.

The Rule of Law
The importance of laws, whether they are those that govern classes, the school or the country, is consistently reinforced. Each form discusses our clearly stated expectations at the start of the year, so that they are clearly understood by all and seen to be necessary to ensure that every class member is able to learn in a safe and ordered environment. Our students 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.

Individual Liberty
Within school, students are actively encouraged to make choices, knowing that they are in a safe and supportive environment. As a school we educate and provide boundaries for our pupils to make choices safely, through the provision of a safe environment and an empowering education. Pupils are encouraged to know, understand and exercise their rights and personal freedoms and are advised and regularly reminded how to exercise these safely. Examples of this can be seen in our PHSE and General Studies programmes and elsewhere in the curriculum. Whether it is through choice of challenge; options; or participation in our numerous extended-curricular activities; our students are given the freedom to make choices.

Mutual Respect
Respect is one of the core values of our school. Pupils know and understand that it is expected and imperative that respect is shown to everyone, whatever differences we may have to anything, however big or small. The core value of respect underpins our work every day both in and out of the classroom.

Tolerance of those with different faiths and beliefs
Our core value of respect ensures tolerance of those who have different faiths and beliefs. The school is an inclusive environment, promoting equality and tolerance to all types of difference, educating and challenging stereotypes. The school enhances the understanding of tolerance towards different faiths and beliefs through the taught curriculum and visits to places of worship for a wide range of faiths. Assemblies regularly reflect and explain a range of faith festivals and foster tolerance to others. Beliefs, traditions and customs are studied across the curriculum, with visitors being invited into our school to enrich and extend understanding. Through this, our pupils gain an enhanced understanding of their place in a culturally diverse society.

Updated: **June 2017**

Review: **June 2018**