



# Lancaster Royal Grammar School

## Preventing Radicalisation Policy

<b>Policy Number: 21</b>	<b>Date approved by Governors:</b>	<b>February – 2023</b>
	<b>This policy will be reviewed by the Governors’ Safeguarding Sub-Committee - date of next review:</b>	<b>February - 2025</b>

***This policy should be considered in conjunction with:***

- Child Protection and Safeguarding Policy;
- Pastoral Care Policy;
- Anti-Bullying Policy;
- Behaviour of Pupils Policy;
- Acceptable Use Policy;
- Pupil Advocacy Policy;
- Pupil Relationship Policy.
- Equality Policy
- Lettings’ Policy
- Staff Code of Conduct
- Visitor Policy
- Whistle-blowing Policy

### **Background**

This ‘Preventing Radicalisation 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. The school are aware that young people are potentially vulnerable and as such at risk of radicalisation towards 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 Lancaster Royal Grammar School 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 (2015)

- Keeping Children Safe in Education
- Statutory guidance: Revised Prevent Duty Guidance: for England and Wales – Updated April 2021
- Working Together to Safeguard Children

## Non-statutory Guidance

- Improving the spiritual, moral, social and cultural (SMSC) development of pupils: supplementary information (DfE 2014).
- Promoting fundamental British values as part of SMSC in schools - Departmental advice for maintained schools November 2014

## Definitions

**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 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.

**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 a nominated person who will liaise with the headteacher 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.
- receive safeguarding concerns about children and young people who may be vulnerable to the risk of 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.

## **Role of Deputy Head (Curriculum)**

It is the role of the Deputy Head (Curriculum) to:

- ensure that our pupils are offered a broad and balanced curriculum that aims to prepare them for life in modern Britain.
- ensure pupils are encouraged to be inquisitive learners who are open to new experiences and are tolerant of others. These values support the development of the whole child as a reflective learner within a calm, caring, happy and purposeful atmosphere.
- ensure the schools core values alongside the fundamental British Values supports quality teaching and learning, whilst making positive contribution to the development of a fair, just and civil society.

## **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 our school blocks inappropriate content, including extremist content.

In addition to filtering we also have a reporting system which informs the school of attempts to access inappropriate and explicit content. After attempting to access this material the pupil concerned will be spoken to by the form teacher and further action taken if necessary.

Where staff, students or visitors find unblocked extremist content they must report it to a senior member if 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 pupils are using their phones.

The Acceptable Use of ICT Policy (AUP) refers to preventing radicalisation and related extremist content.

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 regular 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 part 3 of Keeping Children Safe in Education (2016). Vetting and barring checks are undertaken on relevant people, including governors and volunteers.

## **Visitors**

All visitors will follow the visitor policy

## **'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 in their views.

## **Signs of vulnerability**

There are no known definite 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 identity
- victim or witness to race or hate crimes
- refection 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 using the usual methods for reporting other safeguarding concerns.

When there are significant concerns about a pupil, the Designated Safeguarding Lead in liaison with the headteacher will make a referral to the appropriate body.

## **Monitoring and Review**

This is not a statutory policy and will be reviewed at an appropriate time not later than two years after ratification by the governing body.

The Designated Safeguarding Lead will undertake an annual audit using the following Lancashire County Council templates and guidance:

- Risk Assessment – Extremism and Radicalisation (LCC Template)
- Prevent Duty Checklist (LCC Template)

The effectiveness of this policy will be reviewed regularly as follows:

- Weekly meetings between the Designated Safeguarding Lead and Deputy
- Weekly meetings between Heads of Year and Deputy Head: Pastoral Care are used to discuss cases, trends and issues
- Bi-weekly Pastoral Heads meetings are used to discuss cases, trends and issues including pastoral and safeguarding data (attendance, rewards and sanctions, detentions)
- 'Pupils and Safeguarding' is a standing item on SLT agendas
- Staff are invited to be part of a consultation when this policy is reviewed
- There are mechanisms for pupils to comment on the effectiveness of this policy through pupil voice groups and the Seward Committee; pupils are invited to be part of a consultation when this policy is reviewed
- The school is committed the principles of equality in line with the school's Equality Policy. We will use tracking data to monitor the impact of this policy on minority groups, specifically to ensure that Black and Minority Ethnic and SEND pupils are not systematically disadvantaged. This monitoring will influence policy review and actions plans.