



Preventing Extremism and Radicalisation Policy

Review Body	Governing Body
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Introduction

Glenbrook Primary School is committed to providing a secure environment for pupils, where children feel safe and are kept safe. All staff at Glenbrook Primary School we recognise that safeguarding is everyone's responsibility irrespective of the role they undertake or whether their role has direct contact or responsibility for children or not.

In adhering to this policy, and the procedures therein, staff and visitors will contribute to Glenbrook Primary School's delivery of the outcomes to all children, as set out in s10 (2) of the Children Act 2004¹. This Preventing Extremism and Radicalisation Safeguarding Policy is one element within our overall school arrangements to Safeguard and Promote the Welfare of all Children in line with our statutory duties set out at s175 of the Education Act 2002 (s157 of the Education Act 2002 – for Independent Schools and Academies).

Our school's Preventing Extremism and Radicalisation Safeguarding Policy also draws upon the guidance contained in the "London Child Protection Procedures" and DfE Guidance "Keeping Children Safe in Education"; and specifically the DfE resources "Learning Together to be Safe", "Prevent: Resources Guide", "Tackling Extremism in the UK", "Teaching Approaches that help Build Resilience to Extremism among Young People", "The Channel Duty Guidance 2015, Protecting Vulnerable People", and "Guidance for safer working practice for those working with children in education settings".

¹ *the physical, mental health and emotional well-being of children; the protection of children from harm and neglect; the education, training and recreation of children; the contribution made by them to society; and their social and economic well-being.*

School Ethos and Practice

When operating this policy Glenbrook Primary School use the following accepted definition of terrorism from the Home Office Revised Prevent Duty Guidance :

'The current UK definition of 'terrorism' is given in the Terrorism Act 2000 (TACT 2000). In summary this defines terrorism as 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.'

It uses the following definition of extremism from the same guidance:

'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; and/or calls for the death of members of our armed forces, whether in this country or overseas'.

There is no place for extremist views of any kind in our school, whether from internal sources – pupils, staff or governors, or external sources - school community, external agencies or individuals. Our pupils see our school as a safe place where they can explore controversial issues safely and where our teachers encourage and facilitate this – we have a duty to ensure this happens.

As a school we recognise that extremism and exposure to extremist materials and influences can lead to poor outcomes for children and so should be addressed as a safeguarding concern as set out in this policy. We also recognise that if we fail to challenge extremist views we are failing to protect our pupils.

Extremists of all persuasions aim to develop destructive relationships between different communities by promoting division, fear and mistrust of others based on ignorance or prejudice and thereby limiting the life chances of young people. Education is a powerful weapon against this; equipping

young people with the knowledge, skills and critical thinking, to challenge and debate in an informed way.

Therefore, at Glenbrook Primary School we will provide a broad and balanced curriculum, delivered by skilled professionals where we actively seek to promote equality, so that our pupils are enriched, understand and become tolerant of difference and diversity and also to ensure that they thrive, feel valued and not marginalized, extended through our schemes of work in PHSE/RSE, in the playground and assemblies.

Furthermore, at Glenbrook Primary School we are aware that young people can be exposed to extremist influences or prejudiced views from an early age which emanate from a variety of sources and media, including via the internet, and at times pupils may themselves reflect or display views that may be discriminatory, prejudiced or extremist, including using derogatory language.

Any prejudice, discrimination or extremist views, including derogatory language, displayed by pupils or staff will always be challenged and where appropriate dealt with in line with our Behaviour Policy for pupils and the Code of Conduct for staff. Where appropriate, misconduct by a member of staff will be referred to the appropriate bodies.

As part of wider safeguarding responsibilities school staff will be alert to:

- Disclosures by pupils of their exposure to the extremist actions, views or materials of others outside of school, such as in their homes or community groups, especially where pupils have not actively sought these out.
- Graffiti symbols, writing or art work promoting extremist messages or images.
- Pupils accessing extremist material online, including through social networking sites.
- Parental reports of changes in behaviour, friendship or actions and requests for assistance.
- Partner schools, local authority services, and police reports of issues affecting pupils in other schools or settings.
- Pupils voicing opinions drawn from extremist ideologies and narratives.
- Use of extremist or 'hate' terms to exclude others or incite violence.
- Intolerance of difference, whether secular or religious or, in line with our equalities policy, views based on, but not exclusive to, gender, disability, homophobia, race, colour or culture.
- Attempts to impose extremist views or practices on others.
- Anti-Western or Anti-British views.

Our school will closely follow any locally agreed procedure as set out by the Local Authority and/or Lambeth's Safeguarding Children Partnership's agreed processes and criteria for safeguarding individuals vulnerable to extremism and radicalisation.

Teaching Approaches

We strive to pro-actively address the causes that can lead to children and young people becoming alienated and disempowered. Our goal is to build mutual respect and understanding and to promote the use of dialogue as a form of conflict resolution. We achieve this by promoting the following through our curriculum and ethos:

- Spiritual, moral, social and cultural development
- Citizenship and PSHE/RSE
- Open discussion and debate
- Critical thinking skills
- Restorative approaches
- Teaching approaches that help our pupils build resilience and develop a positive sense of identity

This is embedded within the ethos of our school so that pupils know and understand what safe and acceptable behaviour, including in the context of preventing extremism and radicalisation. We ensure that all of our staff are equipped to recognise extremism and are skilled and confident enough to challenge it.

We adapt our teaching approaches, as appropriate, so as to address specific issues. In doing so we will use key principles and methodologies set out in 'Teaching approaches that help build resilience to extremism among young people' (DfE 2011):

- Making a connection with young people through good [teaching] design and a pupil centered approach.
- Facilitating a 'safe space' for dialogue, and
- Equipping our pupils with the appropriate skills, knowledge, understanding and awareness for resilience.

We will also work with local partners, families and communities in our efforts to ensure our school understands and embraces our local context and values in challenging extremist views and to assist in the broadening of our pupil's experiences and horizons. We will help support pupils who may be vulnerable to such influences as part of our wider safeguarding responsibilities. Where we believe a pupil is being directly affected by extremist materials or influences, we will ensure that that pupil is accessing appropriate support in partnership with the Local Authority and/or local partnership structures.

At Glenbrook Primary School, we promote the values of democracy, the rule of law, individual liberty, mutual respect and tolerance for those with different faiths and beliefs. We teach and encourage pupils to respect one another and to respect and accept difference.

Use of External Agencies and Speakers

At Glenbrook Primary School, we encourage the use of external agencies or speakers to enrich the experiences of our pupils. However, we will positively vet those external agencies, individuals or speakers.

Our school will assess the suitability and effectiveness of input from external agencies or individuals to ensure that:

- Any messages communicated to pupils are consistent with the ethos of the school and do not marginalise any communities, groups or individuals
- Any messages do not seek to glorify criminal activity or violent extremism or seek to radicalise pupils through extreme or narrow views of faith, religion or culture or other ideologies
- Activities are properly embedded in the curriculum and clearly mapped to schemes of work to avoid contradictory messages or duplication.
- Activities are matched to the needs of pupils
- Activities are carefully evaluated by our school to ensure that they are effective

Whistle Blowing

Where there are concerns of extremism or radicalisation, pupils and staff will be encouraged to make use of our internal systems to Whistle Blow or raise any issue/concern in confidence.

Child Protection

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

Staff at Glenbrook Primary School will be alerted 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 immediate 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.

All adults working in Glenbrook Primary School (including visiting staff, volunteers' contractors, and students on placement) are required to report all safeguarding concerns, including instances where they believe a child may be at risk of immediate harm or neglect to the Designated Safeguarding Lead or the Headteacher without delay.

At Glenbrook Primary School, the role of the Designated Safeguarding Lead will be extended to include the responsibilities of the PREVENT strand of the Government's counter-terrorism strategy.

Training

Regular whole school in-service training on Safeguarding and Child Protection will be organised for staff and governors and will comply with the prevailing arrangements agreed by the Local Authority and Lambeth's Safeguarding Children Partnership and will include training on extremism and radicalisation and its safeguarding implications.

The Designated Safeguarding Lead will attend Lambeth training courses as necessary and the appropriate inter-agency training organised by the Lambeth Safeguarding Children Partnership at least every two years - again this will include training on extremism and radicalisation and its safeguarding implications.

Recruitment

The arrangements for recruiting all staff - permanent and volunteers - to our school we will follow Lambeth's guidance for safer recruitment best practice in education settings, including, but not limited to, ensuring that DBS checks are always made at the appropriate level, that references are always received and checked and that we complete and maintain a single central record of such vetting checks.

We will apply safer recruitment best practice principles and sound employment practice in general and in doing so will deny opportunities for inappropriate recruitment or advancement.

We will be alert to the possibility that persons may seek to gain positions within our school so as to unduly influence our schools' character and ethos. We are aware that such persons seek to limit the opportunities for our pupils thereby rendering them vulnerable to extremist views and radicalisation as a consequence.

Therefore, by adhering to safer recruitment best practice techniques and by ensuring that there is an ongoing culture of vigilance within our school and staff team we will minimise the opportunities for extremist views to prevail.

Role of The Governing Body

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

In line with the provisions set out in the DfE guidance 'Keeping Children Safe in Education, 2020' the governing body will challenge the school's senior management team on the delivery of this policy and monitor its effectiveness.

Governors will review this policy regularly [every two years] and may amend and adopt it outside of this timeframe in accordance with any new legislation or guidance or in response to any quality assurance recommendations pertaining to the delivery of this policy and the overall safeguarding arrangements made.

Policy Adoption, Monitoring and Review

This policy was considered and adopted by the Governing body in line with their overall duty to safeguard and promote the welfare of children as set out in the DfE guidance 'Keeping Children Safe in Education'.

Parents will be issued with a hard copy of this policy on request. This policy will also be made available to parents via the website.

At Glenbrook Primary School, the Headteacher will actively evaluate the effectiveness of this policy by monitoring the staff group's understanding and application of the procedures within this policy as their overall duty to safeguard children.