

Gloucester Nursery School



British Values and the Prevention of Radicalisation and Extremism Policy

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Reviewed and Revised: 1st September 2018

British Values and the Prevention of Radicalisation and Extremism Policy

Background

This 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. 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 schools must work to prevent children being drawn into extremism). The Counter Terrorism and Security Act was revised in June 2018 but requirements for schools remain the same.

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.

Gloucester Nursery School is committed to providing a secure environment for children, where children feel safe and are kept safe. All adults at Gloucester Nursery School 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. It is the individual responsibility of every member of staff to read, understand and implement this policy, together with their responsibilities as outlined in the school Whistle Blowing Policy, the Code of Conduct and the school Safeguarding/Child Protection Policy, Part 1 and Annex A of "Keeping Children Safe in Education 2018", the school Behaviour Policy and the Acceptable Use of the Internet Policy

Ethos

At Gloucester Nursery School we ensure that through our school vision, values, rules, broad, balanced and 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 children's welfare.

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

There is no place for extremist views of any kind in our school, whether from internal sources – children, staff or governors, or external sources - school community,

external agencies or individuals. 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 children.

At Gloucester Nursery School we will actively challenge children, staff or parents expressing opinions contrary to fundamental British Values, including those expressing 'extremist' views.

Statutory Duties

The duty to prevent children and young people being radicalised is set out in the following documents.

- Counter Terrorism and Security Act (2018)
- Keeping Children Safe in Education (2018)
- Prevent Duty Guidance (2015)
- Working Together to Safeguard Children (2018)

Non-statutory Guidance

- Promoting fundamental British values as part of SMSC in schools: Departmental advice for maintained schools (DfE 2014)

Related Policies

- Acceptable Use (ICT) Policy
- Behaviour Policy
- Safeguarding/Child Protection Policy
- Online Safety Policy
- Staff Code of Conduct
- Teaching and Learning Policy
- Visitors Policy
- Whistle-blowing Policy

Assessing the School Level of Risk

At Gloucester Nursery School we have assessed the level of risk of radicalisation and extremism to be low. Our judgement has been made after discussion with the local Police.

Definitions

Extremism is defined as the holding of extreme political or religious views. In the 2011 Prevent Strategy it 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”.

The introduction of the Prevent Duty, (statutory guidance issued under the Counter-Terrorism and Security Act 2015) places a duty on certain bodies (“specified authorities” listed in Schedule 6 to the Act), in the exercise of their functions, to have “due regard to the need to prevent people from being drawn into terrorism”.

The Governing Body of Gloucester Nursery School has a **zero tolerance** approach to extremist behaviour for all school community members. We rely on our strong shared values to steer our work and ensure the pastoral care of our children protects them from exposure to negative influences.

Radicalisation refers to the process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups. Radicalisation happens when a person or group’s behaviour becomes significantly different from most members of their society.

Terrorism – The unofficial or unauthorised use of violence and intimidation in pursuit of political aims – wanting to change the way in which government and politicians behave.

Vulnerability Indicators:

The lists below are not exhaustive. The early warning signs may or may not indicate a serious problem; they do not necessarily mean that a child is prone to violence towards themselves or others. This provides a basis to check concerns and put in place an appropriate response by getting help for a child before a problem escalates.

- **Identity Crisis** – Distance from cultural/religious heritage and uncomfortable with their place in the society around them; parent or carer who holds extremist views; recent political or religious conversations; voicing opinion drawn from extremist ideology or narrative.
- **Personal Crisis** – Family tensions; sense of isolation; adolescence; low self-esteem; disassociating from existing friendship group and becoming involved with a new and different group of friends; searching for answers to questions about identity, faith and belonging; change in behaviour or appearance linked to ideological views; recent experience of serious traumatic event; graffiti symbols, writing or artwork promoting extremist messages or images.

- **Personal Circumstances** – Migration; local community tensions; events affecting country or region of origin; alienation from UK values; having a sense of grievance that is triggered by personal experience of racism or discrimination or aspects of Government policy; association with others who hold extremist views; possession of literature associated with extremist views, or online material including networking sites.
- **Unmet Aspirations** – Perceptions of injustice; feeling of failure; rejection of civic life.
- **Criminality** – Experiences of imprisonment; poor resettlement/reintegration; previous involvement with criminal groups; use of extremist or hate crime terms to exclude others or incite violence.

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 for children in the nursery might include:

- Changes in individual's and/or family's behaviour;
- Visual evidence, graffiti and symbols;
- Friendship groups – for individual and family; □ Role play;
- Children's language;
- Voicing of opinions – child and family;
- Domestic violence (could be related to family's culture); □ Crime and anti-social behaviour within the family.

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.

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

At Gloucester Nursery School British/Fundamental Values are reinforced regularly and in the following ways:

Democracy

Children are actively encouraged to have a voice and share their views and opinions regularly. Examples of encouraging democracy at the nursery include children voting for snacks or deciding where to visit when out in the community or asking children about their learning and play preferences.

The Rule of Law

The importance of laws is consistently reinforced throughout the nursery session, as well as when dealing with behaviour. Children 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. Our school rules, which are referred to regularly and are consistently upheld, are a practical example of this.

Individual Liberty

Children are actively encouraged to make decisions and choices, knowing that they are in a safe and supportive environment. As a school we educate and provide boundaries for children to take risks and make choices safely. Children are encouraged to know, understand and exercise their rights and personal freedoms and advised how to exercise these safely, for example through our Online Safety and through Protective Behaviours Work.

Mutual Respect

Mutual respect is at the heart of our values. Children learn that their behaviours have an effect on their own rights and those of others. All members of the school community treat each other with respect.

Tolerance of Those of Different Faiths and Beliefs

Gloucester Nursery School is situated in an area which is culturally diverse; therefore, we place a great emphasis on promoting diversity with the children.

British/Fundamental Values and the EYFS

Curriculum

We are committed to ensuring that our children are offered a broad and balanced curriculum that aims to prepare them for life in modern Britain. We encourage our children to be inquisitive learners and critical thinkers who are open to new experiences and are tolerant of others. Our curriculum promotes respect and diversity. Children are encouraged to express themselves through discussions. Children learn about different faiths. They are also taught about how to stay safe when using the internet.

Whilst our curriculum will enable the children to become well-rounded individuals we recognise the importance of resilience in preventing children being drawn into extremist ways of thinking. Our goal is to build mutual respect and understanding and to promote the use of dialogue not violence as a form of conflict resolution.

We will all strive to eradicate the myths and assumptions that can lead to some children becoming alienated and disempowered, especially where the narrow approaches children may experience elsewhere may make it harder for them to challenge or question these radical influences.

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 British/Fundamental Values supports quality teaching and learning, whilst making a positive contribution to the development of a fair, just and civil society.

Approaches

- Children are encouraged to adopt and live out our shared values of honesty, respect, compassion, perseverance, love, forgiveness, courage, peace, responsibility and charity. We believe that these complement the key "British Values";
- Children are helped to understand the importance of democracy and freedom of speech, through Pow Wow sessions;
- Children are taught how to keep themselves safe, in school and when using the internet;
- Children participate in local community events so that they appreciate and value their neighbours and friends who may not share their faith background;
- Children's wellbeing, confidence and resilience are promoted through our planned curriculum and extra-curricular learning opportunities;
- Children are supported in making good choices from a very young age, so they understand the impact and consequences of their actions on others.

The Department for Education states that the British/Fundamental values are already embedded in the EYFS through:

- Personal, Social and Emotional development;
- Understanding the World;
- Communication and Language.

Positive Relationships in the EYFS

Positive relationships are:

- Warm and loving, and foster a sense of belonging;
- Sensitive and responsive to the child's needs, feelings and interests;

- Supportive of the child's own efforts and independence;
- Consistent in setting clear boundaries;
- Stimulating;
- Built on key person relationships in early years setting Development Matters in the EYFS (2012).

EYFS and British Values

Democracy: Personal, Social and Emotional - Self-confidence and Self-awareness.

Rule of Law: Personal, Social and Emotional - Managing feelings and behaviour.

Individual Liberty: Personal, Social and Emotional - Self-confidence and Self-awareness. Understanding of the World: People and communities.

Mutual respect and tolerance: Personal, Social and Emotional - Managing feelings and behaviour, making relationships. Understanding of the World: People and communities. Communication and Language: Listening and Attention and Speaking.

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 staff have appropriate training related to preventing radicalisation and extremism;
- Ensure that the school and its staff respond to preventing radicalisation and extremism on a day-to-day basis;
- Ensure that the school's curriculum addresses the issues involved in radicalisation and extremism;
- Ensure that staff conduct is consistent with preventing radicalisation and extremism.

Role of Designated Safeguarding Lead

It is the role of the Designated Safeguarding Lead to:

- Access Prevent training and disseminate learning to staff;
- Ensure that staff understand the issues of radicalisation and extremism, are able to recognise the signs of vulnerability or radicalisation and know how to refer their concerns. All staff should receive training and regular updates (this can be from internal or external trainer or through online training);

- Receive 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 and extremism;
- Support staff who may have to refer concerns;
- 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 and extremism, be able to recognise the signs of vulnerability or radicalisation and know how to refer their concerns.

Gloucester Nursery School is fully committed to safeguarding and promoting the welfare of all its children. As a school we recognise that safeguarding against radicalisation is no different from safeguarding against any other vulnerability. All staff are expected to uphold and promote the principles of British/Fundamental values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs.

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

- Disclosures by children 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 children have not actively sought these out;
- Graffiti symbols or art work promoting extremist messages or images;
- Parental reports of changes in behaviour, friendship or actions and requests for assistance;
- Other schools, local authority services, and police reports of issues affecting children in other schools or settings;
- Children 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.

Working with Parents

Being engaged with parents and families allows settings to be in a stronger position to spot signs of radicalisation and extremism. Families should be advised and supported if they raise any concerns about other family/community members.

Working in Partnership

Local Safeguarding Children's Boards (LSCBS) are responsible for co-ordinating what local agencies e.g. health, education, police are doing in order to safeguard and promote the welfare of the children. Northamptonshire's Safeguarding Children's Board (NSCB) <http://northamptonshirescb.proceduresonline.com/> - contents section 4.37 –“Supporting children and young people vulnerable to violent extremism and radicalisation”.

Internet Safety

The internet provides children 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.

We also filter out social media. Searches and web addresses are monitored termly and the Nursery Teacher will alert the Headteacher where there are concerns and prevent further access when new sites that are unblocked are found.

Where staff, students or visitors find unblocked extremist content they must report it to a senior member of staff.

We are aware that children have access to unfiltered internet when using devices out of school and staff know about a need for vigilance when children talk about their unsupervised use of the internet.

The Acceptable Use of ICT Policy (AUP) refers to preventing radicalisation and related extremist content. Staff are asked to sign the AUP annually to confirm they have understood what is acceptable.

Staff know how to report internet content that is inappropriate or of concern.

Staff Training

Staff are 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. All staff complete the Pathways to Radicalisation and Extremism online training and are updated as necessary in weekly 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 (2018). Vetting and barring checks are undertaken on relevant people, including governors and volunteers.

Visitors

Visitors to the school are made aware of our safeguarding and child protection policies on arrival at the school and are given information about what to do if they are concerned about any aspect of child welfare.

Use of External Speakers

At Gloucester School we encourage the use of external agencies or speakers to enrich the experiences of our children. Visitors who are invited to speak to children will be informed about this policy and relevant vetting checks will be undertaken. Such vetting is to ensure that we do not unwittingly use agencies that contradict each other with their messages or that are inconsistent with, or are in opposition to, the school's values and ethos. We must be aware that in some instances the work of external agencies may not directly be connected with the rest of the school curriculum so we need to ensure that this work is of benefit to children. Our school will assess the suitability and effectiveness of input from external agencies or individuals to ensure that:

- Any messages communicated to children are consistent with the ethos of the school and do not marginalise any communities, groups or individuals;
- Activities are matched to the needs of the children;
- Activities are carefully evaluated by the school to ensure that they are effective.

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 Headteacher.

This information is also found in our Visitor Policy.

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 in confidence. (Please refer to the Whistle Blowing Policy).

The arrangements for recruiting all staff, permanent and volunteers, to our school will follow safer recruitment best practice in education settings guidelines, 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 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.

Although serious incidents involving radicalisation have not occurred at Gloucester Nursery School to date, it is important for us to be constantly vigilant and remain fully informed about the issues which affect the region in which we teach. Staff are reminded to suspend any professional disbelief that instances of radicalisation/extremism “could not happen here” and to refer any concerns to The Designated Safeguarding Lead (Julia Mann and Judith Staff).

NSPCC National Whistleblowing Helpline **0800 028 0285** – this line is available from 8:00 AM to 8:00 PM, Monday to Friday and E-mail: help@nspcc.org.uk.

‘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.

Referral Process

Staff and visitors to the school must refer all concerns about children/families who show signs of vulnerability or radicalisation to the Designated Safeguarding Lead or Deputy Safeguarding Lead using the usual methods for reporting other safeguarding concerns.

When there are significant concerns about a child/family, the Deputy Designated Safeguarding Lead, will liaise with the Single Point of Contact for the school (SPOC), who will make a referral to the appropriate body. The SPOC for this school is the Headteacher

Monitoring and Review

This policy will be monitored by the governing body at least annually by receiving a report from the Headteacher.

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.

Signed (Headteacher)

Signed (Chair of Governors)

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