



LORETO PREPARATORY SCHOOL
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 Registered Charity No. 250607

Policy for the Prevention of Radicalisation

Mission Statement

At Loreto Preparatory School
 We are eager and inspired to do our best,
 Meeting the challenges and opportunities of a changing world
 With love in our hearts.

We are called to be joyful and prayerful,
 Living the Gospel and the Catholic faith
 And celebrating the values of Mary Ward
 With our parents and the whole Loreto family.

Women in time to come will do much.
Mary Ward

This policy has been written with regard to and in the spirit of our school aims, in particular to enable children:

- 'To reach their full potential in all aspects of the curriculum.'*
- 'To have an understanding of the values of Mary Ward and their relevance to everyday life.'*
- 'To feel secure and valued within a safe and well-maintained environment.'*
- 'To be happy and confident and have a good sense of humour.'*
- 'To be honest citizens and make a contribution to society.'*
- 'To be physically and mentally fit.'*
- 'To be caring and appreciate and be sensitive to differences in others.'*

This policy applies to the whole school, including the Early Years Foundation Stage, and before and after school provision and activities.

Background

This 'Policy for the Prevention of Radicalisation' 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 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. At Loreto Preparatory School, we ensure that through our school mission statement, 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 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.

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 (September 2016)
- Prevent Duty Guidance (2015)
- Working Together to Safeguard Children (2015)

Related Policies and Documents

- Computing Policy
- Acceptable Use Agreement
- Behaviour Policy
- Safeguarding and Child Protection Policy
- Equal Opportunities Policy
- Religious Education Policy
- Multiculturalism Policy

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 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.

British Values are:

Democracy

The rule of law

Individual liberty

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 (Mrs Nora Griffin) who will liaise with the head teacher and other staff about issues to do with protecting children from radicalisation.

Role of the Head Teacher

The head teacher is the safeguarding officer. It is the role of the head teacher 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
- 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 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, to be able to recognise the signs of vulnerability or radicalisation and to 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.
- Our 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 are the most rigorous available, and block inappropriate content, including extremist content.
- We also filter out social media, such as Facebook. Searches and web addresses are monitored and the ICT technician will alert the head teacher where there are concerns and prevent further access if new sites that are unblocked are found.

- Where staff, children or visitors find unblocked extremist content they must report it to a senior member of staff.
- The children are not allowed to have access to mobile phones during the school day.
- The Acceptable Use of ICT Agreement includes the prevention of radicalisation and related extremist content. Pupils and parents are asked to sign the agreement annually to confirm they have understood what is acceptable.
- Pupils and staff know to report to the Safeguarding Officer 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
- know how to refer their concerns.

This information also forms part of induction safeguarding training. Staff are updated as necessary in weekly staff meetings.

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 (2015). Vetting and barring checks are undertaken on relevant people, including governors and volunteers.

Visitors

- We undertake due diligence to ensure that visiting speakers are appropriate and that background checks are carried out. 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 teacher.

Signs of Vulnerability

There are no known definitive indicators that a young person is vulnerable to radicalisation, but there are number of signs that may indicate 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

Pupils with Special Educational Needs or Disabilities

Appropriate support is given to children with special educational needs or disabilities. The staff are made aware of these children through the SEND register.

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
- sending messages similar to those of illegal organisations or other extremist groups
- out of character changes in dress, behaviour and peer relationships
- 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 head teacher, who is the Designated Safeguarding Officer using the usual methods for reporting other safeguarding concerns.

When there are significant concerns about a pupil, the head teacher will make a referral to the appropriate body.

Reviewed Summer 2017

Next review Summer 2018