



Flowery Field Primary School: Tackling Extremism & Radicalisation Policy

Approved by governors: awaiting approval

Date to be reviewed: annually with C.P. policy

1. POLICY STATEMENT

Flowery Field Primary School is fully committed to safeguarding and promoting the welfare of all its pupils. Every member of staff recognises that safeguarding against radicalisation and extremism is no different to safeguarding against any other vulnerability in today's society. The Tackling Extremism and Radicalisation Policy sets out our beliefs, strategies and procedures to protect vulnerable individuals from being radicalised or exposed to extremist views, by identifying who they are and promptly providing them with support.

The following national guidelines should also be read when working with this policy;

- PREVENT Strategy HM Government
- Keeping Children Safe in Education DfE 2014
- Working Together to Safeguard Children HM Government 2013.

2. AIMS AND PRINCIPLES

2.1 The Flowery Field Primary School Tackling Extremism and Radicalisation Policy is intended to provide a framework for dealing with issues relating to vulnerability, radicalisation and exposure to extreme views. We recognise that we are well placed to be able to identify safeguarding issues and this policy clearly sets out how the school will deal with such incidents and identifies how the curriculum and ethos underpins our actions.

2.2 The objectives are that:

- All governors, teachers, teaching assistants and non-teaching staff will have an understanding of what radicalisation and extremism are and why we need to be vigilant in school.
- All governors, teachers, teaching assistants and non-teaching staff will know what the school policy is on tackling extremism and radicalisation and will follow the policy guidance swiftly when issues arise.

- All pupils will understand the dangers of radicalisation and exposure to extremist views; building resilience against these and knowing what to do if they experience them.
- All parents/carers and pupils 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.

3. DEFINITIONS AND INDICATORS

3.1 Radicalisation is defined as the act or process of making a person more radical or favouring of extreme or fundamental changes in political, economic or social conditions, institutions or habits of the mind.

3.2 Extremism is defined as the holding of extreme political or religious views.

3.3 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.
- ☐ 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 suggests identification with a group, cause or ideology.
- ☐ Using insulting to 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

4.1 Although serious incidents involving radicalisation have not occurred at Flowery Field Primary School to date, it is important for us to be constantly vigilant and remain fully informed about the issues which affect the local area, city and society in

which we teach. Staff are reminded to suspend any 'professional disbelief' that instances of radicalisation 'could not happen here' and to be 'professionally inquisitive' where concerns arise, referring any concerns through the appropriate channels. (See appendix 1 – Dealing with referrals)

4.2 All members of the Strategic Leadership Team (SLT) who are trained as Designated Senior

Leaders for Child Protection and Safeguarding and will deal swiftly with any referrals made by staff or with concerns reported by staff.

4.3 The Head Teacher SLT will discuss the most appropriate course of action on a case-by-case basis and will decide when a referral to external agencies is needed (see appendix 1 –

Dealing with referrals)

5. THE ROLE OF THE CURRICULUM

At Flowery Field we tackle possible radicalisation by promoting British Values

How we promote British Values at Flowery Field Primary School

The DFE has recently reinforced the need 'to create and enforce a clear and rigorous expectation for 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.'

At Flowery Field Primary School we are dedicated to promoting values which ensure our pupils develop a strong sense of social and moral responsibility which will prepare them for life in modern Britain. We would like to share with our parents how we promote these values.

Democracy

The school values pupil voice and we ask the pupils about their learning, their concerns and for their ideas about how we can make things better for them. We do this by using pupil questionnaires and through our pupil leader teams. At the start of each year children vote for their class representatives through an election process. Through their class representatives children have the opportunity to have their voices heard in front of the Junior Strategic Leadership Team (JSLT). The JSLT also has a budget which they choose how to spend.

The Rule of Law

The school has a Positive Pupil policy. The children understand the school rules and what happens if these rules are broken. At the start of each year classes discuss class rules and agree a charter to abide by. During PSHE lessons and assemblies

children learn about the importance of having rules and how these relate to laws. We use a range of PSHE resources to promote moral, spiritual, social and cultural awareness among our pupils. Our children have a well-developed sense of justice. They understand and are able to discuss why there needs to be consequences for those who break the rules or laws. By being immersed in the ethos of the school, our children learn about their responsibility to be law abiding citizens.

Individual Liberty

Alongside rules and laws, we promote freedom of choice and the right to respectfully express views and beliefs. Through the provision of a safe, supportive environment and empowering education, we provide boundaries for our children to make choices safely; for example:

- Choices about what learning challenge or activity to do.
- Choices around the participation in extra-curricular activities.
- Choices about lunchtime options, and so on

Our behaviour policy is built on the principle that children are responsible for their own actions and choices and that these have consequences. The school sanctions system provides reflection time where pupils are able to think about the impact of their choices. The Pastoral Care team also run daily drop-in surgeries for children to freely come in from break to discuss anything which may be concerning them. During PSHE, e-Safety lessons and Assemblies pupils are taught how to keep themselves safe whilst they exercise their rights and personal freedoms. Safeguarding is embedded in every aspect of life at the school.

Mutual Respect and Tolerance

Our ethos at Flowery Field is based on mutual respect and good manners. Adults actively model respect with one another, and with the children, in how we speak and treat one another. Our school is a diverse community and, through our creative curriculum, we promote an awareness of different faiths and we encourage our pupils to recognise and understand these faiths. Our pupils naturally show tolerance for others and have a curiosity to find out and understand cultures and faiths that are different from their own. Our children visit all the main places of worship in and around Manchester. All staff model a tolerant and accepting attitude. We use assemblies to raise and discuss issues of bullying and prejudice and reinforce learning during curriculum time.

At Flowery Field School, we will actively challenge pupils, parents or staff who express opinions contrary to fundamental British Values, including extremist views.

Flowery Field is currently working towards becoming a UNICEF Rights Respecting School.

British Values through the Curriculum

Interwoven within the curriculum in a range of curriculum areas are planned opportunities to teach the values of our society. Some examples are:

- **PSHE:** How we influence democracy is explored through PSHE and assemblies. The Rule of Law The importance of laws, whether they be those that govern the class, the school, or the country is consistently reinforced at Flowery Field. Pupils are encouraged to know, understand and exercise their rights and personal freedoms and are advised how to exercise these safely, for example through our e-safety and PSHE lessons.
- **Geography:** We ensure that children have a better understanding of what Britain is, learning more about its capital cities and counties, its rivers and mountains, where Britain is in relation to the rest of Europe and other countries in the world.
- **History:** Britain and its influence in modern times are aspects woven into our imaginative learning projects
- **Music:** The study of British composers and their influence worldwide.
- **Art:** The study of how British artist influence others around the world.
- **Religious, Moral & Spiritual Education:** Gaining a greater understanding of religious diversity and practices, this covers key religions represented in the UK. Planning for the subject is directed by the Standing Advisory Council on Religious Education (SACRE) – Agreed Syllabus for Religious Education. All children have the opportunity to visit places of worship that are important to different faiths. Flowery Field Primary School actively promotes diversity through celebrations of different faiths and cultures.
- **Physical Education:** Promotion of the concept of “fair play”, following and developing rules, inclusion, celebrating and rewarding success, being magnanimous in defeat and participation in activities that promote kinship and affiliation with others.
- **Computing:** Children are also taught about respect and bullying in the online world also, through our learning platform and through regular e-safety lessons.
- **Pupil Leadership:** Promotion of democratic processes, fostering the concept and application of freedom of speech and group action to address needs and concerns. Key to this is the concept of holding others to account, including those in positions of influence and authority.
- **Educational visits:** Our broad range of educational visits and experiences outside of the classroom equip our children with the skills to make a positive

contribution to their community as equal citizens, as well as being able to look at British heritage in more depth.

- **Community Events:** We work closely with other Hyde schools to promote community cohesion and participate in a range of activities designed to bring our communities together.