



**Stanwell Fields CofE Primary School**  
**ANTI-RADICALISATION & EXTREMISM POLICY STATEMENT 2015**

<b>Governors' Committee Responsible:</b>	Safeguarding Committee
<b>Governor Lead:</b>	Father Stuart King
<b>Nominated Lead Member of Staff:</b>	Colin Franklyn Headteacher
<b>Status &amp; Review Cycle:</b>	Statutory    Annual
<b>Adopted by Governors:</b>	 17.03.15
<b>Next Review Date:</b>	September 2016

**School Vision:**

**To encourage and support thoughtful, happy and responsible children with a lifelong passion for learning, within a Christian community**

**INTRODUCTION**

**From 1 July 2015 all schools, registered early years childcare providers and registered later years childcare providers are subject to a duty under section 26 of the Counter-Terrorism and Security Act 2015, in the exercise of their functions, to have “due regard to the need to prevent people from being drawn into terrorism”. This duty is known as the Prevent duty.**

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

**AIMS AND PRINCIPLES**

The main aims of this policy statement are to ensure that staff are fully engaged in being vigilant about radicalisation and extremism; that they overcome professional disbelief that such issues will not happen here and ensure that we work alongside other professional bodies and agencies to ensure that our pupils are safe from harm. Stanwell Fields has a rigorous monitoring of internet use programme. (Future Digital)

The principle objectives are that:

- All governors, teachers, higher level teaching assistants, learning support 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, higher level teaching assistants, learning support assistants and non-teaching staff will know what the school policy is on anti-radicalisation and extremism and will follow the policy when issues arise.
- All parents 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.

**DEFINITIONS AND INDICATORS**

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.

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

## **PROCEDURES FOR REFERRALS**

Although serious incidents involving radicalisation and extremism have not occurred at Stanwell Fields 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 or extremism 'could not happen here' and to refer any concerns through the appropriate channels

When any member of staff has concerns that a pupil may be at risk of radicalisation or involvement in terrorism, they should speak with the Headteacher and/ or to the DSL's. They should then follow normal safeguarding procedures. If the matter is urgent then Surrey Police must be contacted by dialling 999. In non-urgent cases where police advice is sought then dial 101. The Department of Education has also set up a dedicated telephone helpline for staff and governors to raise concerns around Prevent (020 7340 7264). Numerous factors can contribute to and influence the range of behaviours that are defined as violent extremism, but most young people do not become involved in extremist action. For this reason the appropriate interventions in any particular case may not have any specific connection to the threat of radicalisation, for example they may address mental health, relationship or drug/alcohol issues.

## **THE ROLE OF THE CURRICULUM**

Our curriculum promotes respect, tolerance and diversity. Children are encouraged to share their views and recognise that they are entitled to have their own different beliefs which should not be used to influence others.

Our PSHE ( Personal, Social and Health Education ), Citizenship and SMSC ( Spiritual, Moral, Social and Cultural ) provision is embedded across the curriculum, and underpins the ethos of the school.

It is recognised that children with low aspirations are more vulnerable to radicalisation and extremism and therefore we strive to equip our pupils with confidence, self-belief, respect and tolerance as well as setting high standards and expectations for themselves. Our Christian values of Forgiveness, Thankfulness, Compassion and Fellowship also support how our children develop and respect one another.

At Stanwell Fields we use Building Learning Power, a programme that teaches children the skills they will need to be successful adults in our society. The four main areas are Resilience, Resourcefulness, Reflectiveness and Reciprocity.

Children are regularly taught about how to stay safe when using the Internet and are encouraged to recognise that people are not always who they say they are online. They are taught to seek adult help if they are upset or concerned about anything they read or see on the Internet.

## **STAFF TRAINING**

Through our regular Hot Topic sessions in school, we will ensure that our staff are fully aware of the threats, risks and vulnerabilities that are linked to radicalisation and extremism; are aware of the process of radicalisation and how this might be identified early on.

## **Links TO OTHER POLICIES**

The following Stanwell Fields' policies also contain important information relating to this policy:  
*Safeguarding & child Protection*

*Behaviour*

*Safe Working Practice Agreement (Staff Behaviour Policy / Code of Conduct)*

*Whistleblowing*

*Anti-bullying*

*Ending Bullying and Harassment (staff)*

*Health & Safety*

*Managing Allegations against staff,*

*Parental concerns*

*Attendance*

*PSHE*

*Teaching and Learning*

*Sex and Relationships Education*

*ESafety*

*Mobile Phone*

*Social Networking*

*Recruitment and Selection*

*CIC*

*Using Images of Children*