



Policy Name: GSP30 Dealing with Extremism and Radicalisation Policy
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Review history date	Review Date	Designated Lead	Quality Lead
06 th July 2023	Oct 25	Sarah Hale	Tonia Lewis
06 th July 2024	June 25		
26 th August 2024			

Mission Statement

Preparing learners for the future by providing a sustainable outstanding educational experience where all students realise pursue and achieve their full potential, enabling them to thrive as adults.

For a more detailed description of what the school offers see School Prospectus.

AIMS

- To safeguard and promote the welfare of all children and individuals.
- To identify, protect and support those who might be vulnerable to being radicalised or influenced by extremist views.
- To be vigilant against all forms of radicalisation and extremism.
- To ensure compliance with all relevant legislation connected to this policy.
- To work with other schools and the local authority to share good practice in order to improve this policy.

In the event of someone having a concern around radicalisation they should raise a concern with the Designated Safeguarding Lead (Sarah Hale) and in the absence of the safeguard lead the Alternate Deputy Safeguarding Lead (Emily Lee) would be informed.

Role of the Designated Safeguarding Lead

The Designated Safeguarding Lead will:

- ensure the implementation of this policy;
 - ensure everyone connected with the school is aware of this policy;
 - work closely with the Head teacher and the nominated governor;
 - be trained in child protection policy procedures;
 - renew training every two years in order to;
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- understand the assessment process
 - understand the procedures of a child protection case conference and child protection review conference
 - understand the specific needs of children in need
 - understand the specific needs of children with special educational needs and those of young carers
 - have in place a secure and accurate record system of all concerns and referrals



- take the lead in dealing with child protection issues and in deciding what steps should be taken;
- raise awareness of the need to protect students who might be vulnerable to radicalisation and involvement in terrorism;
- raise awareness that female genital mutilation (FGM) affects girls particularly from north African countries and it is illegal to allow girls to undergo this practice either in this country or abroad;
- ensure that all concerns regarding FGM and vulnerability to radicalisation are reported;
- keep a confidential Child Protection Register of all those students known to be at risk and only if it is confirmed by social services that the child is at risk;
- ensure all confidential child protection information is stored securely in central place;
- inform parents that information is kept on their children;
- ensure that no information will be disclosed to a parent if this would put a child at risk of significant harm;
- be trained in working with all agencies;
- familiarise school personnel with the policy and procedures;
- investigate and deal with all cases of suspected or actual problems associated with child protection;
- ensure parents are aware that referrals about suspected abuse or neglect may be made;
- make child protection referrals;
- record all child protection referrals;
- co-ordinate action within the school;
- liaise and seek advice from Safeguarding Children Board (HSCB) when the need arises;
- liaise with social care and other agencies;
- record the transfer of all child protection files of any student leaving to join another school by keeping the following record:

Date of Transfer	Child's Name	D.O.B.	Means of Transfer			Destination	Records received by
			Electronically	Special/Recorded Delivery	Direct Handover		

- provide support for any child at risk;
- not promise confidentiality to any child but always act in the interests of a child;
- act as a source of advice within the school;
- help create a culture within the school of listening to children;
- keep up to date with all new guidance on safeguarding children;
- keep all school personnel up to date with any changes to procedures;
- organise appropriate training for school personnel and governors;
- ensure all incidents are recorded, reported and kept confidential;
- keep all paperwork up to date;
- report back to the appropriate school personnel when necessary;
- ensure that there is a smooth transition of responsibilities and information when a new Designated Safeguarding Lead takes over the role;
- annually review the policy with the Head teacher.



Role of the Nominated Person

The Nominated Person will:

- work closely with the Head teacher and the Designated Safeguarding Lead;
- ensure this policy and other linked policies are up to date;
- ensure that everyone connected with the school is aware of this policy;
- attend training related to this policy;
- report to the Proprietor /Nominated Person every term;
- annually report to the Proprietor /Nominated Person on the success and development of this policy.

Role of School Personnel

School personnel will:

- comply with all aspects of this policy;
- be aware of all other linked policies;
- be vigilant against radicalisation and extremism;
- ensure a broad and balanced curriculum is taught;
- be aware of the DfE guidance 'Teaching approaches that help build resilience to extremism among young people';
- ensure British values are promoted and embedded in the school;
- ensure students are taught about staying safe;
- ensure that students are not influenced by the views and beliefs of others;
- refer any concerns about individuals or groups of individuals to the Designated Safeguarding Lead or to the appropriate outside agencies;
- be asked to report any of the following. Students:
 - having extremist political or religious views;
 - disclosing that they have been exposed to:
 - extremist views and materials
 - online extremist material
 - extremist social networking sites
 - being approached by known extremists in the local community;
 - voicing extremist views and opinions;
 - voicing anti-British values;
 - voicing anti-Western views;
 - in possession of extremist materials;
 - changing their style of dress or appearance;
 - behaving differently in school and at home;
 - attempting to impose extremist views on others;
 - committing prejudice-related attacks against others.
- maintain high standards of ethics and behaviour within and outside school and not to undermine fundamental British values;
- work hard to maintain a positive ethos;
- work hard to maintain a safe and respected school environment;
- develop positive working relationships with students, school personnel, parents and governors;
- promote good behaviour;



- work in partnership parents and carers keeping them up to date with their child's progress and behaviour at school;
- implement the school's equalities policy and schemes;
- report and deal with all incidents of discrimination;
- attend appropriate training sessions on equality;
- report any concerns they have on any aspect of the school community.

Role of Students

Students will promote a positive image of the school and themselves by:

- being aware of and comply with this policy;
- being encouraged to work in partnership with the school by making decisions and exercising choice in relation to their educational programme;
- listening carefully to all instructions given by the teacher;
- asking for further help if they do not understand;
- treating others, their work and equipment with respect;
- supporting the school Code of Conduct and guidance necessary to ensure the smooth running of the school;
- liaising with the school council;
- taking part in questionnaires and surveys.

Role of the School Council

The School Council will be involved in:

- determining this policy with the Proprietor /Nominated Person;
- discussing improvements to this policy during the school year;
- organising surveys to gauge the thoughts of all students;
- reviewing the effectiveness of this policy with the Proprietor /Nominated Person.

Role of Parents/Carers

Parents/carers will:

- be aware of and comply with this policy;
- be encouraged to take an active role in the life of the school by attending:
 - parents and open evenings
 - parent-teacher consultations
 - class assemblies
 - school concerts
 - fundraising and social events
- be encouraged to work in school as volunteers;
- be encouraged to organise after school clubs or groups;
- be asked to take part periodic surveys conducted by the school;
- ensure regular and punctual attendance;
- notify school on the first day of student absence;
- encourage effort and achievement;
- encourage completion of homework and return it to school;
- provide the right conditions for homework to take place;
- expect their child to hand in homework on time;
- join the school in celebrating success of their child's learning;
- support the school Code of Conduct and guidance necessary to ensure smooth running of the school;



- ensure correct school uniform is worn.

We will raise awareness of this policy via:

- the School Handbook/Prospectus
- the school website
- the Staff Handbook
- meetings such as introductory, transition, parent-teacher consultations and periodic curriculum workshops
- school events
- meetings with school personnel
- communications with home such as weekly newsletters and of end of half term newsletters
- reports such annual report to parents and carers
- information displays

TRAINING

All Greenfields staff receive training on induction which specifically covers:

- All aspects of this policy
 - Safeguarding & Child Protection
 - Anti-bullying
 - Student Behaviour & Discipline
 - E-Safety
 - Internet Social Networking Websites
 - Promoting British Values
 - Involving Students in School Policies
 - Equal opportunities
 - Inclusion
- receive periodic training so that they are kept up to date with new information
 - receive equal opportunities training on induction in order to improve their understanding of the Equality Act 2010 and its implications.

Training will be provided by an accredited trainer for the Head teacher and all members of the senior leadership team, the school bursar and the nominated governor that deals with:

EQUALITY ASSESSMENT

Under the Equality Act 2010 we have a duty not to discriminate against people on the basis of their age, disability, gender, gender identity, pregnancy or maternity, race, religion or belief and sexual orientation.

Linked Policies:

- Safeguarding & Child Protection
- Equality
- Anti-bullying
- Student Behaviour & Discipline
- E-Safety



This policy also relates to the following legislation:

- Education Act 1996
- Children Act 2004
- Safeguarding Vulnerable Groups Act 2006
- Equality Act 2010
- Children and Families Act 2014
- Education Act 2011
- Counter Terrorism and Security Act 2015
- Special Educational Needs and Disability (Detained Persons) Regulations 2015

The following documentation is also related to this policy:

- Dealing with Allegations of Abuse against Teachers and other Staff: Guidance for Local Authorities, Headteachers, School Staff, Governing Bodies and Proprietors of Independent Schools (DfE)
- Equality Act 2010: Advice for Schools (DfE)
- Keeping Children Safe in Education: Statutory Guidance for Schools and Colleges (DfE)
- Prevent Strategy (HM Gov)
- Teaching approaches that help build resilience to extremism among people (DfE)
- Working Together to Safeguard Children: A Guide to Inter-agency Working to Safeguard and Promote the Welfare of Children
- Keeping learners safe (WG)

We are committed to safeguarding and promoting the welfare of all children and we take account of the information contained in the DfE documents 'Working Together to Safeguard Children' and 'Keep Children Safe in Education: Statutory Guidance for Schools and Colleges (DfE 2015)' as the safety and protection of children is of paramount importance to everyone in this school.

We believe that all children have the right to be safe in our society. Therefore, we recognise that we have a duty to ensure arrangements are in place for safeguarding and promoting the welfare of children by creating a positive school atmosphere through our teaching and learning, pastoral support and care for both students and school personnel, training for school personnel and with working with parents.

We realise that we have a duty to identify, protect and support those who might be vulnerable to being radicalised or influenced by extremist views. We understand that radicalisation 'is a process by which an individual or group comes to adopt increasingly extreme political, social, or religious ideals and aspirations that reject or undermine the status quo or reject and/or undermine contemporary ideas and expressions of freedom of choice'. (Wikipedia) Extremism is best defined as the holding of extreme political or religious views.

We have a duty to actively promote and embed British values such as 'democracy, the rule of law, individual liberty, mutual respect and tolerance of different faiths and beliefs' within this school and to challenge students, school personnel or parents who express extremist views contrary to these values. We want to ensure students are prepared for life in modern Britain by the active promotion of and respect of British values.



We will refer any concerns we may have regarding individuals or groups of individuals who have or demonstrate extremist views to the relevant outside agencies as we feel that we have a duty to intervene at the earliest opportunity and to protect those concerned.

We wish to work closely with the School Council and to hear their views and opinions as we acknowledge and support Article 12 of the United Nations Convention on the Rights of the Child that children should be encouraged to form and to express their views.

We as a school community have a commitment to promote equality.

We believe it is essential that this policy clearly identifies and outlines the roles and responsibilities of all those involved in the procedures and arrangements that is connected with this policy.

MONITORING THE EFFECTIVENESS OF THE POLICY

The practical application of this policy will be reviewed annually or when the need arises by the coordinator, the Head teacher and the nominated person.

A statement of the policy's effectiveness and the necessary recommendations for improvement will be presented to the Proprietor for further discussion and endorsement.

Head teacher:	Sarah Hale	Date:	26th August 2024
Quality Lead	Tonia Lewis	Date:	1st June 2025