

CRADLEY C OF E VA PRIMARY SCHOOL

Anti-Radicalisation Policy

Vision Statement: Enriching Lives

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<u>Dates</u>				
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ANTI-RADICALISATION POLICY

1, Introduction

- 1.1, Cradley CE Primary School is a Church of England Primary School where our core Christian values underpin every aspect of our school life.
- 1.2, All these promote our mission statement of “Enriching Lives”

2, Aims of the School

- 2.1, Cradley CE Primary is fully committed to safeguarding and promoting the welfare of all of its pupils. As a school we recognise that safeguarding against radicalisation is no different from safeguarding against any other vulnerability.
- 2.2, At Cradley CE Primary 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.
- 2.3, In formulating this policy, the Governors have taken account of the guidance from the Department of Education (DfE) who has called for all public bodies to make explicit their preventative measures to minimise the threat of extremism in their setting.

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, The Governing Body has a zero tolerance approach to extremist behaviour for all community members. We rely on our strong values to steer our work and ensure that the pastoral care of our pupils protects them from exposure to negative influences.

4, Aims and Principles

- 4.1, The main aims of this policy statement are to ensure that staff are fully engaged in being vigilant about radicalisation; 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.
- 4.2 The principal objectives are that:

- Pupils are encouraged to adopt and live by our Christian values. These complement the key “British values” of tolerance, respect, understanding, compassion and harmonious living.
- Pupils are helped to understand the importance of democracy and freedom of speech, through PSHE, collective worship and through the elected School Council members.
- Pupils are taught how to keep themselves safe, in school and when using the internet.
- Pupils participate in local community events so that they appreciate and value their neighbours and friends who may not share their faith background.
- Pupil’s wellbeing, confidence and resilience is promoted through our planned curriculum and out of hours learning opportunities.
- Pupils are supported in making good choices from a very young age, so that they understand the impact and consequences of their actions on others.
- Governors, teachers, teaching assistants and non-teaching staff demonstrate an understanding of what radicalisation and extremism are and why we need to be vigilant in school.

5. Rationale

- 5.1, The Office for Security and Counter Terrorism works to counter the threat from terrorism and their work is detailed in the counter terrorism strategy CONTEST. This strategy is based on four areas of work:
- **PURSUE** – to stop terrorist attacks
 - **PREVENT** – to stop people becoming terrorists or supporting terrorism
 - **PROTECT** – to strengthen our protection against a terrorist attack.
 - **PREPARE** – to mitigate the impact of a terrorist attack.
- 5.2, Our role, as a school, is outlined more specifically in the DCSF document “Learning together to be safe: A toolkit to help schools contribute to the prevention of violent extremism”.
- 5.3, This policy should be read alongside the school’s Safeguarding, Equal Opportunities, E-Safety and Anti-Bullying policies.

6. Monitoring and Evaluation

- 6.1, Provision for SMSC is monitored and reviewed on a regular basis. This is achieved by:
- Monitoring of teaching and learning and work scrutiny by RE/CW/PSHE co-ordinators/headteacher and governors.
 - Regular discussions at staff and committee meetings
 - Audit of policies
 - RE/PSHE/CW development and where relevant inclusion in the School Development Plan.
 - Sharing classroom work and practice

