



WOODBRIDGE HIGH SCHOOL

POLICY STATEMENT ON EXTREMISM AND ANTI- RADICALISATION OF PUPILS

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Woodbridge High School (WHS) recognises that working to educate pupils and to identify and report the potential for or realisation of radicalisation is part of our holistic approach to safeguarding pupils against any threat to their health, safety and wellbeing. Our Anti-radicalisation policy statement sets out our beliefs, strategies and procedures to protect pupils from being radicalised or exposed to extremism. The school also works closely with the LBR Prevent team to provide staff training and make effective referrals.

AIMS AND PRINCIPLES

The policy statement is intended to provide a framework for dealing with issues relating to vulnerability, radicalisation and exposure to extreme views. It clearly sets out how the school will deal with such incidents and identifies how the curriculum and ethos underpin our actions.

The objectives are that:

- All governors and staff will have an understanding of what radicalisation is and why we need to be vigilant in school.
- All parents/carers and pupils are aware that WHS has a policy in place to keep pupils safe from harm (via lessons, assemblies, the website and through induction processes and personal contact, as necessary) and that WHS regularly reviews its systems to ensure they are appropriate and effective.

The main aims of this policy statement are to ensure that staff are fully engaged in being vigilant about radicalisation; that they suspend disbelief (views such as believing that it will not happen here) and ensure that we work alongside other professional bodies and agencies to ensure that our pupils are safe from harm.

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.

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 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.

THE ROLE OF THE CURRICULUM

Our wide-ranging curriculum promotes respect and tolerance and seeks to celebrate diversity. Students are encouraged to share their views and recognise that they are entitled to have their own beliefs which should not be used to influence others. Our comprehensive Life Studies programme reinforces our commitment to valuing everyone equally and underpins our WHS ethos. It is recognised that children with low aspirations are more vulnerable to radicalisation and therefore we strive to equip our pupils with confidence, self-belief, respect and tolerance. We set high expectations of them all, showing that each is equally valued and we trust that this will encourage them to have high expectations for themselves.

THE ROLE OF SCHOOL ETHOS

WHS has built an ethos in which it is important, firstly, to attend. We are vigilant in monitoring attendance and punctuality and are uncompromising in our high expectations. We want pupils to be in school regularly in order to develop a feeling of belonging, of being important and valued and knowing about opportunities outside of the taught curriculum in which they can be gainfully occupied whilst socialising in an age appropriate way with other pupils, over whom we can also exert positive influence. The schools invest heavily in rewards systems which leads to pupils receiving tangible rewards for which they strive. We firmly believe that the ethos of our school, built on equality, tolerance and fairness and with a firm policy base, is contributing to minimising the risk of radicalisation occurring within school hours and during school activities. This is further supported by the Woodbridge Way and our Equality Action Plan.

PROCEDURES FOR REFERRALS

Any concerns should be communicated to a member of the Child Protection Team through the same procedure as any other Child Protection/Safeguarding Concern.

We believe that it is possible to intervene to protect young people who are vulnerable. Early intervention is vital and staff must follow the established processes mindful of previous annual training and instruction in the Safeguarding and Child Protection policies. If in any doubt, consultation with the Safeguarding Lead should take place. All must have the confidence to challenge, the confidence to intervene and to ensure that we maintain effective safeguarding practices.

The Safeguarding Lead will deal swiftly with any referrals made or concerns reported by staff, parents or other stakeholders, by referring to the Channel Panel and LBR Prevent Team where appropriate.

All staff are reminded that under the terms of 'Keeping Children Safe in Education September 2018' they may make Child Protection referrals directly if a member of the CP team is not available. However, a member of LG/Helen Dalby should be informed before this is done so appropriate support can be provided.

Review: Approved by the Curriculum & Standards Committee on 9th November 2021.

Policy Reviewer: Mr F. Khan (Assistant Headteacher)

Date of Next Review: Autumn 2024