PDET

British Values & Prevention of Radicalisation and Extremism Policy

This is a Trust Policy – details specific to individual academies and their procedures are added by the Academy in the *Appendix*. (*For a copy of the policy for a specific academy which includes the Appendix – see individual academy websites).*

Date	Revision & Amendment Details	By Whom
November 2020	Approved	Education Committee
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1. Background

This policy is part of Peterborough Diocese Education Trust's (the Trust) commitment to keeping children safe. Since the 'Education and Inspections Act 2006', schools / academies have a duty to promote community cohesion. Over the last few years, global events have led to a growth of extremist viewpoints, including advocacy of violent extremism.

Trusts and the academies within them have an important part to play in both educating pupils about extremism and recognising when they start to become radicalised. In March 2015, statutory duties were placed on schools / academies as part of the Counter Terrorism and Security Act (2015) which means schools / academies must work to prevent children being drawn into extremism.

Safeguarding children from all risk of harm is an important part of an academy's work and protecting them from extremism is one aspect of that.

The Trust is committed to providing a secure environment for pupils, where pupils feel safe and are kept safe. All adults within the Trust recognise that safeguarding is everyone's responsibility irrespective of the role they undertake or whether their role has direct contact or responsibility for children or not. It is the individual responsibility of every member of staff to read, understand and implement this policy, together with their responsibilities as outlined in the following Trust / academy policies / documents:

- *Whistleblowing Policy*
- *Staff Code of Conduct*
- *Safeguarding Policy*
- Part 1 and Annex A of the latest edition of "Keeping Children Safe in Education"
- *Behaviour Policy;* and
- *Acceptable Use Policy*.

2. Ethos

In our Trust, we ensure that through our distinctive Christian vision, our values, and through a broad, balanced and diverse curriculum and highly effective teaching, we promote tolerance and respect for all cultures, faiths and lifestyles. The Academy Governance Committees (AGCs) at our academies help ensure that this ethos is reflected and implemented effectively in the academy's policy and practice and that there are effective risk assessments in place to safeguard and promote pupils' welfare.

We have a duty to prepare our pupils for life in modern Britain and to keep them safe.

Pupils who attend our academies have the right to learn in safety. We do not tolerate bullying of any kind and will challenge derogatory language and behaviour towards others – *see Behaviour Policy.*

There is no place for extremist views of any kind in our Trust whether from internal sources (pupils, staff, Directors or governors) or external sources (academy community, external agencies or individuals). Our pupils see our academies as safe places where they can explore all issues safely and where our teachers encourage and facilitate this; we have a duty to ensure this happens. We recognise that if we fail to challenge extremist views we are failing to protect our pupils.

In our academies, we will actively challenge pupils, staff or parents / carers expressing opinions contrary to Fundamental/British Values, including those expressing 'extremist' views.

3. Statutory Duties

The duty to prevent pupils being radicalised is set out in the following documents.

- Counter Terrorism and Security Act (2015)
- The latest edition of Keeping Children Safe in Education
- Prevent Duty Guidance (2023)
- Working Together to Safeguard Children (2023)

4. Related Policies

- *Acceptable Use Policy (AUP)*
- *Behaviour Policy*
- *Collective Worship Policy*
- *Equality Information and Objectives*
- *Personal, Social and Health Education (PSHE) Policy*
- *RE Policy*
- *Relationships, Sex and Health Education Policy*
- *Safeguarding Policy*
- *Spiritual, Moral, Social, Cultural (SMSC) Policy*
- *Staff Code of Conduct*
- *Health & Safety Policy*
- *Whistleblowing Policy*

5. Assessing the Academy Level of Risk

Each academy within the Trust has assessed their level of risk of radicalisation and extremism and the academy specific information in this respect can be found in the Appendix attached to this Policy (the *Appendix*).

6. Definitions

Extremism is defined as the holding of extreme political or religious views. In the 2015 Counter-Extremism Strategy , it is defined as "*vocal or active opposition to fundamental British Values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs. We also include in our definition of extremism, calls for the death of members of our armed forces, whether in this country or overseas"*.

The Prevent Duty, (statutory guidance issued under the Counter Terrorism and Security Act) places a duty on certain bodies ("specified authorities" listed in Schedule 6 to the Act), in the exercise of their functions, to have "*due regard to the need to prevent people from being drawn into terrorism*".

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

Radicalisation refers to the process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups.

British / Fundamental Values are: democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs.

In each of our academies, British / Fundamental Values are reinforced regularly. For details of how in specific academies **– see the *Appendix***.

7. Roles and Responsibilities

Role of the Academy Governance Committee (AGC)

It is the role of the AGC to help ensure that the academy meets its statutory duties with regard to preventing radicalisation and the AGC will liaise with the Headteacher and other staff about issues to do with protecting pupils from radicalisation.

Role of the Headteacher

It is the role of the Headteacher to:

- Ensure that staff have appropriate training related to preventing radicalisation and extremism
- Ensure that the academy and its staff respond to preventing radicalisation and extremism on a day-to-day basis
- Ensure that the academy's curriculum addresses the issues involved in radicalisation and extremism
- Ensure that staff conduct is consistent with preventing radicalisation and extremism.

Role of the Designated Safeguarding Lead (DSL)

It is the role of the DSL in each academy to:

- Access Prevent training and disseminate learning to staff
- Ensure that staff understand the issues of radicalisation and extremism, are able to recognise the signs of vulnerability or radicalisation and know how to refer their concerns. (All staff should receive training and regular updates (this can be from an internal or external trainer or through online training)
- Receive safeguarding concerns about pupils who may be vulnerable to the risk of radicalisation or are showing signs of radicalisation
- Make referrals to appropriate agencies with regard to concerns about radicalisation and extremism
- Support staff who may have to refer concerns
- Liaise with partners, including the local authority and the police
- Report to the Central Executive Team and AGC on these matters.

Role of Staff

It is the role of staff to understand the issues of radicalisation and extremism, be able to recognise the signs of vulnerability or radicalisation and know how to refer their concerns.

The Trust is fully committed to safeguarding and promoting the welfare of all its pupils. As a Trust, we recognise that safeguarding against radicalisation is no different from safeguarding against any other vulnerability. All staff are expected to uphold and promote the principles of British / Fundamental Values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs.

As part of wider safeguarding responsibilities staff will be alert to:

- Disclosures by pupils of their exposure to the extremist actions, views or materials of others outside of the academy, such as in their homes or community groups, especially where pupils have not actively sought these out
- Graffiti symbols, writing or art work promoting extremist messages or images
- Pupils accessing extremist material online, including through social networking sites
- Parental reports of changes in behaviour, friendship or actions and requests for assistance
- Other schools / academies, local authority services, and police reports of issues affecting pupils in other schools / academies or settings
- Pupils voicing opinions drawn from extremist ideologies and narratives
- Use of extremist or "hate" terms to exclude others or incite violence
- Intolerance of difference, whether secular or religious or, in line with our equalities policy, views based on, but not exclusive to, gender, disability, homophobia, race, colour or culture
- Attempts to impose extremist views or practices on others
- Anti-Western or anti-British views.

8. Curriculum

We are committed to ensuring that our pupils are offered a broad and balanced curriculum that aims to prepare them for life in modern Britain. We encourage our pupils to be inquisitive learners and critical thinkers who are open to new experiences and are tolerant of others. Our curriculum promotes respect and diversity. Pupils are encouraged to express themselves through discussions, debates and consultations. The RE, RSHE, PSHE, Citizenship, Online-Safety and SMSC provision is embedded across the curriculum, and underpins the ethos of our academies. Pupils learn about all major faiths and some key worldviews and visit places of worship wherever possible. They are also taught about how to stay safe when using the internet in all areas of the curriculum.

Whilst our curriculum will enable pupils to become well-rounded individuals, we recognise the importance of resilience in preventing pupils being drawn into extremist ways of thinking. Our goal is to build mutual respect and understanding and to promote the use of dialogue, not violence, as a form of conflict resolution.

We will all strive to eradicate the myths and assumptions that can lead to some young people becoming alienated and disempowered, especially where the narrow approaches pupils may experience elsewhere may make it harder for them to challenge or question these radical influences.

The way in which the individual academy's curriculum prevents pupils from becoming radicalised is set out in **the *Appendix.***

These values support the development of the whole pupil as a reflective learner within a calm, caring, happy and purposeful atmosphere. Teaching the academy's core values alongside the British / Fundamental Values supports quality teaching and learning, whilst making a positive contribution to the development of a fair, just and civil society.

Approaches

For details of approaches used in a specific academy **– see the *Appendix.***

9. Internet Safety

The internet provides pupils and young people with access to a wide range of content, some of which is harmful. Extremists use the internet, including social media, to share their messages. The filtering systems used in our academies block inappropriate content, including extremist content.

For further details of what individual academies do in relation to filtering – **see the *Appendix.***

Where staff, pupils or visitors find unblocked extremist content they must report it immediately to the Designated Safeguarding Lead (DSL).

We are aware that pupils have access to unfiltered internet when using their mobile phones and staff must be alert to the need for vigilance when pupils are using their phones or talking about unmonitored use of the internet.

Pupils and staff know how to report internet content that is inappropriate or of concern.

10. Staff Training

Staff are given training to help them understand the issues of radicalisation, are able to recognise the signs of vulnerability or radicalisation and know how to refer their concerns. This information also forms part of induction safeguarding training. All staff complete the Channel online training every 3-4 years and are updated as necessary by the DSL and in weekly staff meetings.

11. Safer Recruitment

We ensure that the staff we appoint to our academies are suitable. Our recruitment procedures are rigorous and we follow the statutory guidance published in part 3 of the latest edition of *Keeping Children Safe in Education.* Vetting and barring checks are undertaken on relevant people, including Directors, governors and volunteers.

The arrangements for recruiting all staff, permanent and volunteers, to our academies will follow safer recruitment best practice in education settings guidelines, including, but not limited to, ensuring that DBS checks are always made at the appropriate level, that references are always received and checked and that a single central record of such vetting checks is completed and maintained. We will be alert to the possibility that persons may seek to gain positions within our academies so as to unduly influence an academy's character and ethos. We are aware that such persons seek to limit the opportunities for our pupils thereby rendering them vulnerable to extremist views and radicalisation as a consequence.

12. Visitors

Visitors to our academies are made aware of our policy and procedures on Safeguarding / Child Protection and of procedures on arrival at the academies and are given information about what to do if they are concerned about any aspect of child welfare or about the behaviour of adults.

13. Use of External Speakers

We encourage the use of external agencies or speakers at our academies to enrich the experiences of our pupils. Visitors who are invited to speak to pupils will be informed about this policy and relevant vetting checks will be undertaken. Such vetting is to ensure that we do not unwittingly use agencies that contradict each other with their messages or that are inconsistent with, or are in opposition to, the Trust's / academy's values and ethos. We must be aware that in some instances the work of external agencies may not directly be connected with the rest of the academy curriculum so we need to ensure that this work is of benefit to pupils. Each academy will assess the suitability and effectiveness of input from external agencies or individuals to ensure that:

- Any messages communicated to pupils are consistent with the ethos of the Trust / academy and do not marginalise any communities, groups or individuals
- Any messages do not seek to glorify criminal activity or violent extremism or seek to radicalise pupils through extreme or narrow views of faith, religion or culture or other ideologies
- Activities are properly embedded in the curriculum and clearly mapped to schemes of work to avoid contradictory messages or duplication
- Activities are matched to the needs of pupils
- Activities are carefully evaluated by the academy to ensure that they are effective.

Speakers will be supervised at all times and will not be allowed to speak to pupils without a member of staff being present.

Staff must not invite speakers into any academy without first obtaining permission from the Headteacher.

14. Whistleblowing

Where there are concerns of extremism or radicalisation, pupils and staff will be encouraged to make use of our internal systems to whistle blow or raise any issue in confidence. (Please refer to the *Whistleblowing Policy*).

Although serious incidents involving radicalisation may not have occurred at any academy 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 / extremism "could not happen here" and to refer any concerns to the DSL. Details as to who the DSL is in a specific academy can be found in the *Appendix.*

The NSPCC National Whistleblowing Helpline is - **0800 028 0285** – this line is available from 8:00 AM to 8:00 PM, Monday to Friday and E-mail is help@nspcc.org.uk.

15. 'No platform for extremists'

All our academies are vigilant to the possibility that out-of-hours hire of their premises may be requested by people wishing to run an extremist event. The academies do not accept bookings from individuals or organisations that are extremist in their views.

16. Signs of Vulnerability

There are no known definitive indicators that a pupil is vulnerable to radicalisation, but there are number of signs that together increase the risk. Signs of vulnerability include:

- Underachievement
- Being in possession of extremist literature
- Poverty
- Social exclusion
- Traumatic events
- Global or national events
- Religious conversion
- Change in behaviour
- Extremist influences
- Conflict with family over lifestyle
- Confused identify
- Victim or witness to race or hate crimes
- Rejection by peers, family, social groups or faith.

17. Recognising Extremism

Early indicators of radicalisation or extremism may include:

- Showing sympathy for extremist causes
- Glorifying violence, especially to other faiths or cultures
- Making remarks or comments about being at extremist events or rallies outside the academy
- Evidence of possessing illegal or extremist literature
- Advocating messages similar to illegal organisations or other extremist groups
- Out of character changes in dress, behaviour and peer relationships (but there are also very powerful narratives, programmes and networks that young people can come across online so involvement with particular groups may not be apparent)
- Secretive behaviour
- Online searches or sharing extremist messages or social profiles
- Intolerance of difference, including faith, culture, gender, race or sexuality
- Graffiti, art work or writing that displays extremist themes
- Attempts to impose extremist views or practices on other
- Verbalising anti-Western or anti-British views
- Advocating violence towards others.

18. Referral Process

Staff and visitors to the academies must refer all concerns about pupils who show signs of vulnerability or radicalisation. They must be passed to the DSL using the usual methods for reporting other safeguarding concerns. The DSL will record on MyConcern.

When there are significant concerns about a pupil, the DSL, will make a referral to the appropriate body.

19. Monitoring Arrangements

This policy will be monitored by the AGC at least annually by receiving a report from the DSL .

This document will be reviewed every three years, but may be reviewed and updated more frequently if necessary.

APPENDIX 1

Academy specific information

Name of Academy: Greens Norton CE Primary

Name of Headteacher: Nicola Stutters

Name of Designated Safeguarding Lead (DSL): Nicola Stutters

Risk assessment

At Greens Norton CE Academy, we have assessed the level of risk of radicalisation and extremism to be low. Our judgement has been made after discussion with the Prevent Officer / local Police, review of our IT systems and safeguarding procedures.

British / Fundamental Values

We reinforce these in the following way:

Democracy

At Greens Norton CE Primary School, pupils are encouraged to express their views, share their opinions and contribute to decisions that affect school life. We believe that every child has a voice and should feel valued, listened to and respected.

Pupils have opportunities to take on leadership responsibilities through our Shine Leaders, Active Leaders and Earth Leaders. These groups enable children to represent their peers, contribute ideas and help shape different aspects of school life, including worship, wellbeing, physical activity and care for the environment.

Democracy is promoted through regular pupil voice activities, class discussions, questionnaires and opportunities for children to contribute to school improvement. Pupils learn that everyone has the right to express an opinion and that decisions should take account of different perspectives.

At the beginning of each academic year, pupils contribute to establishing classroom expectations, reflecting our whole-school rules: Be Ready, Be Respectful, Be Safe. This helps children understand their shared responsibility for creating a positive and inclusive learning environment.

Through collective worship, PSHE lessons and everyday school experiences, pupils develop an understanding of democratic principles, including fairness, representation, voting, listening to others and respecting decisions made collectively.

The Rule of Law

At Greens Norton CE Primary School, pupils are taught the importance of rules and laws in creating a safe, fair and respectful community. The purpose of rules and laws, the responsibilities they bring and the consequences of not following them are reinforced throughout the school day, through collective worship, PSHE lessons and everyday interactions.

Our whole-school behaviour approach, The Greens Norton Way, is underpinned by three clear rules: Be Ready, Be Respectful, Be Safe. These expectations are consistently modelled and reinforced by all staff, helping pupils understand the importance of making positive choices and taking responsibility for their actions.

Through our use of 1-2-3 Magic and restorative conversations, pupils are supported to understand the consequences of their behaviour, reflect on their choices and recognise how their actions affect others.

Pupils also learn about the role of laws in wider society, including how they protect individuals, promote fairness and help communities function safely. Through age-appropriate discussions and learning opportunities, children develop an understanding of their rights and responsibilities as members of both the school and wider community.

Individual Liberty

At Greens Norton CE Primary School, pupils are encouraged to develop independence, make informed choices and express themselves confidently within a safe, supportive and inclusive environment. We recognise the importance of helping every child understand their rights, personal freedoms and the responsibilities that accompany them.

Through our PSHE curriculum, online safety education and collective worship, pupils learn how to exercise their rights and freedoms safely and responsibly. They are taught to recognise risks, make positive decisions, respect personal boundaries and know where to seek help and support when needed.

Within the classroom, pupils are encouraged to take ownership of their learning by making choices and developing independence in how they approach and complete tasks. Opportunities to make decisions are also provided through pupil leadership roles and wider school experiences. Our commitment to inclusion and wellbeing ensures that all pupils are supported to develop confidence, resilience and responsibility for their own learning and actions.

Through our school vision, "Let your light shine before others" (Matthew 5:16), we encourage every child to recognise their individuality, celebrate their talents and develop the confidence to make a positive contribution to the school community.

Mutual Respect

At Greens Norton CE Primary School, mutual respect is central to our school ethos and is reflected in our Christian values, particularly Respect, Friendship and Responsibility. We encourage all members of our school community to treat one another with kindness, dignity and consideration, recognising that everyone deserves to feel valued and included.

Through our whole-school behaviour approach, The Greens Norton Way, and our three rules — Be Ready, Be Respectful, Be Safe — pupils learn that their words and actions affect others and that everyone has a responsibility to contribute to a positive and respectful environment.

Mutual respect is promoted through collective worship, PSHE lessons, restorative conversations and everyday interactions. Pupils are encouraged to listen to different viewpoints, appreciate the feelings and experiences of others and resolve disagreements respectfully.

Our school vision, "Let your light shine before others" (Matthew 5:16), encourages pupils to

demonstrate respect through their actions and make a positive difference to the lives of others.

Tolerance of Those of Different Faiths and Beliefs

At Greens Norton CE Primary School, we recognise that our local community is not particularly culturally diverse. We therefore place great importance on broadening pupils' understanding of the diverse faiths, beliefs, cultures and traditions represented in modern Britain and the wider world.

Through our Religious Education curriculum, PSHE lessons and collective worship, pupils learn about Christianity alongside other major world faiths and worldviews, including Judaism, Islam, Hinduism, Sikhism and Buddhism. Pupils are encouraged to explore similarities and differences, ask thoughtful questions and develop an understanding of how beliefs influence people's lives.

Opportunities to learn about different religions and cultures are further supported through stories, celebrations, visitors and experiences that broaden pupils' perspectives. We encourage pupils to recognise and challenge stereotypes, respect different viewpoints and understand that people have the right to hold beliefs that differ from their own, including having no religious belief.

Our Christian vision, "Let your light shine before others" (Matthew 5:16), underpins our commitment to inclusion, compassion and respect. We encourage pupils to celebrate diversity, value the uniqueness of every individual and contribute positively to a society in which people of all faiths and beliefs are treated with dignity and respect.

Curriculum

At Greens Norton CE Primary School, our broad and balanced curriculum promotes pupils' spiritual, moral, social and cultural (SMSC) development and helps safeguard them from radicalisation and extremist influences. It supports pupils in developing the knowledge, skills and attitudes needed to become confident, respectful and responsible members of society.

Across the curriculum, pupils develop resilience, empathy, cooperation and a sense of belonging. Through discussion, debate, collaborative learning and opportunities to explore different cultures, communities and historical events, pupils are encouraged to think critically, ask questions, consider different perspectives, appreciate diversity and understand their responsibilities towards others.

Through age-appropriate teaching, pupils learn to recognise and challenge prejudice and stereotypes. Online safety education supports pupils in identifying misinformation, harmful content and potentially manipulative influences, while developing the skills to make informed decisions, seek help and stay safe. Together, these experiences promote community cohesion and support pupils in making a positive contribution to society.

Approaches

At Greens Norton CE Primary School, we promote British Values through our Christian ethos, curriculum and everyday school experiences. In particular:

- Pupils are encouraged to demonstrate our six Christian values of **Respect, Honesty, Confidence, Friendship, Perseverance and Responsibility**, which complement and reinforce fundamental British Values.
- Pupils develop an understanding of democracy, freedom of speech and the importance of listening to others through collective worship, pupil voice activities and opportunities to take on leadership responsibilities.

- Pupils are taught how to keep themselves safe, both in school and online, through safeguarding education, PSHE and regular online safety learning.
- Pupils are encouraged to participate in community events and activities, developing a sense of belonging, respect for others and an understanding of their responsibilities within the wider community.
- Pupils' wellbeing, confidence, independence and resilience are promoted through our inclusive curriculum, positive relationships and supportive school environment.

Internet Safety

Filtering

At Greens Norton CE Primary School, appropriate filtering and monitoring systems are in place to safeguard pupils when accessing the internet. School filtering restricts access to inappropriate content, including social media platforms such as Facebook.

Online searches and web activity are monitored through the **Securly Monitoring System**, with the Principal and Assistant Principal receiving reports and alerts to identify and follow up any concerns. Safeguarding concerns are recorded on **MyConcern**, including actions taken and outcomes. Where inappropriate or previously unblocked websites are identified, appropriate measures are taken to restrict access and prevent further incidents.

Filtering and monitoring arrangements are reviewed regularly to ensure they remain effective in protecting pupils from harmful online content.

Signed (Headteacher) *NStutters*

Signed (Chair of School Forum) *RFox*

Date 12.11.2026

List of Policies referred to in this Policy

- Whistleblowing Policy
- Staff Code of Conduct
- Safeguarding Policy
- Behaviour Policy
- Acceptable Use Policy
- Collective Worship Policy
- Equality Information and Objectives
- PSHE Policy
- RSHE Policy
- RE Policy
- SMSC Policy
- Health & Safety.