



Yenton Primary School

Tackling Extremism and Radicalisation Policy 2016

Yenton Primary, in partnership with home, aims to:

- Promote the spiritual, moral and cultural development of children, including an understanding and appreciation of the various ethnic minority groups who make up our society.
- Enable children to acquire knowledge of their environment from a scientific, historical and geographical point of view.
- Develop the thinking process and learning skills which will enable the child to take control of their learning.
- Provide a variety of teaching styles and strategies to engage and motivate all children.
- Give children the opportunity to evaluate their own learning through sharing expectations, objectives and setting future targets.
- Provide an all-inclusive curriculum incorporating enjoyment, experience and opportunity

Yenton is proud to provide a values-led curriculum we are an inclusive school and provide excellent pastoral and well-being support to all our children, and foster community links at every opportunity.

At our school there is no place for extremist views of any kind. Our children know that our school is a safe place, and all adults at Yenton have a duty of care to ensure that this happens.

The government definition of extremism in its 'Prevent Strategy' is:

'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; and/or calls for the death of members of our armed forces, whether in this country or overseas.'

We recognise that exposure to extremism materials and influences can lead to poor outcomes and will be addressed as a safeguarding concern as set out in this document. We acknowledge that if we fail to challenge extremist views we are failing to protect our pupils, and tackling extremism comes under the remit of our Designated Child Protection Officers.

Education is a powerful tool against the ignorance, division and fear created by extremism. We will provide children with the knowledge, skills and critical thinking to challenge extremist ideas.

School Ethos and Practice

At Yenton, we provide a broad and balanced curriculum in the context of our values and rights respecting agenda, so that our children embrace difference and diversity, and feel valued members of our school community.

We are aware that children can be exposed to extremist influences or prejudiced views from early childhood through a variety of sources and media, and that they may at times reflect or display views which may be discriminatory, prejudiced or extremist, or use offensive language.

Any discrimination, prejudice or extremist views, including offensive language, shown by pupils or staff will be dealt with in line with our Behaviour Policy and staff Code of Conduct, and will always be addressed.

Linked policies:

- Anti-bullying Policy
- Behaviour and Discipline Policy
- Child Protection Policy
- Single Equality Scheme
- Internet and E-safety Policy
- Staff Code of Conduct
- Whistleblowing Policy

Teaching Approaches

Our teaching will ensure that children do not feel alienated or disempowered. We place high priority on spiritual, moral, social and cultural development, which we achieve through our quality delivery of:

- PATHS
- RE
- Forest Schools
- School assemblies

which all instil in our children a positive and strong self-identity and foster a sense of belonging.

We also adhere to the main methods outlined in the governmental guidance 'Teaching Approaches that help build resilience to extremism among young people.' (DfE 2011):

- We make good connections with our children through good teaching design and a child-centred approach
- We facilitate a safe place for discussion and dialogue
- We equip our children with the skills, knowledge and understanding and awareness to develop resilience.

We promote the values of democracy through our School Council and ECO-Council and ample opportunities to vote on decisions regarding our school.

We value the rule of law and individual liberty, mutual respect and tolerance to those of other faiths, backgrounds and beliefs. We teach all our children to respect each other and tolerate differences.

The role of the Governing Body

The Governing Body of our school will undertake appropriate training to ensure that they are clear about their role and the parameters of their responsibilities as Governors, including their statutory safeguarding duties.

The Governing Body supports our ethos and values, and will support us in tackling any form of radicalisation or extremism.

Policy Adoption, Monitoring and Review
Policy adopted by FGB on: 29 June 2016
Policy last reviewed on: N/A
Policy due for review on: June 2017

Appendix 1 Safety Record Log Sheet

Date _____	Time _____
Member of staff present _____	
Venue _____	
Website on _____	
Children who view image/ issue:	
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<hr/>	
<u>Action taken by Teacher:</u>	
Informed parent of action?	Yes / No
Informed E safety Coordinator?	Yes / No
Informed ICT Leader?	Yes / No
Counselling given to child?	Yes / No
Other action taken:	

Appendix 2 – Letters to Parents

INTERNET SAFETY

Date: _____

Dear _____,

Your child has today been working on the internet during normal lessons. Unfortunately, through no fault of their own, your child witnessed inappropriate images/ language on one of the webpages they were visiting. The children were:

The school takes internet safety very seriously and the incident has been dealt with in accordance with our e-safety policy. The incident has been recorded and if possible, we will block the website. The children involved have had the incident discussed with them and they have been re-assured in the matter.

All the webpages we access are filtered by a system run by Birmingham City Council, but unfortunately images can sometimes slip through.

It is important that the children do realise that in the real world when they are on computers at home or elsewhere, away from school filters, that the internet can be a dangerous place. Such dangers are regularly discussed within the school ICT curriculum and we do held an annual assembly in the Juniors to identify and talk about such concerns.

I am very pleased that your child acted so sensibly, in reporting this incident to a member of staff. This has enabled us to deal with it appropriately.

If you should want to discuss this further with me, please do not hesitate to contact me.

Thank you for your support,

ICT e-safety leader.