



## CROWLEES CE (C) J&I SCHOOL

### RADICALISATION AND EXREMISM POLICY

#### **Rationale/Background**

In today's modern world, children may be exposed to radical and extremist views, both through the people they meet and through a wide range of media.

#### **Policy and Procedure**

Children at Crowlees CE (C) J&I School are privy to a number of avenues where radicalisation and extremism are discussed.

- Students have assemblies on the topic and learn about what radicalisation and extremism are, with examples in the world.
- Students are taught about having their own voice and not always heeding the views of other people, particularly when they have doubts about them.
- The curriculum covers aspects of radicalisation and extremism along with the close links to bullying, rights and responsibilities.
- A curriculum map will be developed to identify strengths and areas for development in our provision.
- PSHCE is taught in all year groups and students learn about a wide range of issues in society.

We have an internal referral process which allows staff to flag up any concerns they have around radicalisation and extremism.

Any colleague with concerns will complete the R and E Cause for Concern form (green) and forward it immediately to Kathy Woods (Head Teacher and Designated Safeguarding Lead), or in her absence, Rachel Corcoran Deputy Designated Safeguarding Lead.

The concern is logged and a timeline started. The Police and Social Services will be contacted. (See Radicalisation and Extremism Cause for Concern form).

Crowlees has undertaken a risk assessment with regards to radicalisation and extremism and also identifies students who may be at risk of radicalisation and extremism.



## RADICALISATION AND EXTREMISM RISK ASSESSMENT

### THE SCHOOL

Does the school have a policy?	YES	
Does the school liaise with external agencies on these issues?	YES	
Has the school got a nominated lead for radicalisation and extremism?	YES	
Do staff have a process to voice their concerns?	YES	Radicalisation and Extremism CfC form
Do students have a process to voice their concerns?	YES	
Are there opportunities for students to learn about radicalisation and extremism?	YES	PSHCE, assemblies, broad and balanced curriculum, visitors
Are there any current cases of radicalisation and extremism at the school?	NO	
Is the school prone to cases of radicalisation and extremism?	NO	Cohort is predominantly white British with 16% EAL
Is the catchment area prone to cases of radicalisation and extremism?	NO	

Evaluation of risk	<b>LOW</b>	Policy is in place and will be reviewed by the Governing Body annually. Assemblies and curriculum provides students with knowledge of radicalisation and extremism. Curriculum mapping to identify strengths and areas for development is on-going. Staff training is planned with the first stage WRAP training for all including Governors
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### THE PUPILS

<b>Are students aware of radicalisation and extremism?</b>	YES	PSHCE as appropriate, assemblies, broad and balanced curriculum
<b>Are individual students risk assessed?</b>	YES	Students who are perceived to be vulnerable are identified via the Radicalisation and Extremism CfC form
<b>Students at risk</b>	NONE	September 2020

Evaluation of risk	<b>LOW</b>	<b>Awareness of CfC form is high and will be revisited as appropriate. Curriculum includes regular opportunities for open discussion and debate promoting healthy culture of disagreement, opinion sharing valuing differences and similarities in a safe environment</b>
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### THE COMMUNITY

The catchment area of the school is predominantly white British. The community sits within a wider area of mixed ethnicities with the nearest town of Dewsbury comprising of a large portion of mixed ethnicities. The school currently has 16% of pupils with an English as an additional language

**PREVENT SELF ASSESSMENT**

<b>PREVENT OBJECTIVE 1: Clear leadership and accountable structures are in place and visible throughout the organisation</b>
<b>PREVENT OBJECTIVE 2: Staff and the Governing Body have been appropriately trained according to their role</b>
<b>PREVENT OBJECTIVE 3: An appropriate reporting and referral process is in place and referrals are being managed effectively</b>
<b>PREVENT OBJECTIVE 4: A broad and balanced curriculum that helps protect students against extremism and promotes community cohesion</b>

<b>CROWLEES CE (C) J&amp;I SCHOOL</b>		
Name of assessor: <b>MRS K WOODS</b>		
To be reviewed on: <b>September 2021</b>		
<b>1. Clear leadership and accountable structures are in place and visible throughout the organisation</b>		
<b>Evidence</b>	<b>Tick as appropriate</b>	<b>Self-assessed rating (green,amber,red)</b>
There is an identified strategic Prevent lead within the school	√ (KW)	
The strategic lead understands the expectations and key priorities to deliver Prevent and that this is embedded within Safeguarding Procedures	√	
The Senior Leadership Team are aware of the Prevent Strategy and its objectives	√	
There is a clear awareness of roles and responsibilities throughout organisation regarding Prevent	√ R&E CfC form and process in place that all staff will be briefed on	
Prevent safeguarding responsibilities are explicit within the Schools Safeguarding Team	R&E CfC links to CfC and safeguarding processes	
The Prevent agenda and its objectives has been embedded within the appropriate Safeguarding processes	√	

<b>2. The Staff and Governing body have been appropriately trained according to their role</b>		
<b>Evidence</b>	<b>Tick as appropriate</b>	<b>Self-assessed rating</b>

		(Green, amber, red)
Training is in place to include Workshop to Raise Awareness of Prevent (WRAP) training so that key staff and Governors understand the risk of radicalisation and extremism and know how to recognise and refer children who may be vulnerable	√	
Date in place for Prevent training to be disseminated to teaching assistants	√	
<b>Further</b> training for prevent lead and deputy to be available as appropriate		
Appropriate staff guidance & literature	Info added to HT report	

<b>3. Appropriate reporting and referral processes are in place and referrals managed effectively</b>		
<b>Evidence</b>	<b>Tick as appropriate</b>	<b>Self-assessed rating (Green, amber, red)</b>
Ensure that preventing young people from being exposed to radicalisation or extremism is part of the school's safeguarding policies and procedures.	√ Policy in place along with R&E CfC form	
A single point of contact for any Prevent concerns raised by staff within the school has been identified	√ KW	
Partner agency communication channels have been developed – Prevent Lead at Kirklees Lee Hamilton is the first port of call when outside agencies need to be consulted or for making a Channel referral	√	
Prevent referrals/notifications are being managed or overseen by relevant staff	√ KW Report to Governors via HT report	
A process is in place to identify and develop 'lessons learnt'	√	

<b>4. There is a broad and balanced curriculum in place that helps protect students against extremism and promotes community cohesion</b>		
<b>Evidence</b>	<b>Tick as appropriate</b>	<b>Self-assessed rating (Green, amber, red)</b>
<b>School has a range of initiatives and activities that promote the spiritual, moral, social and emotional needs of children aimed at protecting them from radicalisation and extremist influences</b>	√ Assemblies and planned opportunities in curriculum	

The school delivers training that helps develop critical thinking skills around the power of influence, particularly online and through social media	√ Assemblies and positive community contribution	
In an age appropriate way, students are aware of the benefits of community cohesion and the damaging effects of extremism on community relations	√	
Staff are able to provide appropriate challenges to children, parents or governors if opinions are expressed that are contrary to fundamental British values and promotion of community cohesion	√ Circle time, referral system	