

# WATFORD GRAMMAR SCHOOL FOR BOYS



## ANTI-RADICALISATION POLICY

Headmaster's signature

03/02/2020

A handwritten signature in black ink, appearing to be 'I. [unclear]', written in a cursive style.

Chair of Governors'

03/02/2020

A handwritten signature in black ink that reads 'Stephen A. Wake', written in a cursive style.

Watford Grammar School for Boys is fully committed to safeguarding and promoting the welfare of all its pupils. As a School we recognise that safeguarding against radicalisation is no different from safeguarding against any other vulnerability. All staff and pupils are expected to uphold and promote the fundamental principles of our shared core values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs.

**LINKS TO OTHER POLICIES** The Anti-Radicalisation Policy links to the following policies:

- Child Protection and Safeguarding
- Equality policy
- Anti-Bullying Policy
- Behaviour Policy

### **AIMS AND PRINCIPLES**

The main aims of this policy are to ensure that members of staff are fully engaged in being vigilant about radicalisation; that they overcome professional belief 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. The principal objectives are that:

- That the School provides an environment promoting tolerance and respect for others' views and beliefs and the values of democracy
  - That behaviour or language suggesting extremism is challenged and addressed
- All governors, teachers, teaching assistants and non-teaching staff will have an understanding of what radicalisation and extremism are and why we need to be vigilant in school.
- All governors, teachers, teaching assistants and non-teaching staff will know what the school policy is on anti-radicalisation and extremism and will follow the policy when issues arise.
- All parents/carers and pupils will know that the school has policies in place to keep pupils safe from harm and that the school regularly reviews its systems to ensure they are appropriate and effective.

### **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 a 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. Terrorist groups very often draw on extremist ideas developed by extremist organisations.

### **PROCEDURES FOR REFERRALS**

It is important for us to be constantly vigilant and remain fully informed about the issues which affect the area in which we teach. Staff are reminded to suspend any professional disbelief that instances of radicalisation 'could not happen here' and to refer any concerns through the appropriate channels (via the Child Protection Designated Senior Person).

## **THE ROLE OF THE CURRICULUM**

Our curriculum promotes respect, tolerance and diversity. Students are encouraged to share their views and recognise that they are entitled to have their own different beliefs which should not be used to influence others. Our Wellbeing and PSHE (Personal, Social and Health Education) curriculums are regularly reviewed in order to ensure students are equipped with confidence, self-belief, respect and tolerance as well as setting high standards and expectations for themselves.

Students are regularly taught about how to stay safe when using the internet and are encouraged to recognise that people are not always who they say they are online. They are taught to seek adult help if they are upset or concerned about anything they read or see on the internet, or if they notice unusual behaviour in others.

Role of teacher – to confront unacceptable behaviour on the spot and report more severe behaviour or language as necessary to the designated senior person.

Role of designated senior person – to record, consider with the teachers what actions they might take within the school. A range of options to consider would include:

- Form tutor/teacher having quiet word with pupil (what makes them feel like that, what is acceptable).
- Speak with parents.
- Monitor (tell form tutor so one person has knowledge if the pupil repeats behaviour in other lessons).
- Pick up more specifically in PSHE/SMSC/form time/assembly.
- Annual note of cases considered to Education Committee at time of review to see if any trend or increase in cases.
- Refer serious concerns into Channel process (see appendix) and/or to police.

## **STAFF TRAINING**

Through INSET opportunities in our school, we will ensure that staff are fully aware of the threats, risks and vulnerabilities that are linked to radicalisation; are aware of the process of radicalisation and how this might be identified.

Training includes guidance on threshold for reporting concerns

## **POLICY REVIEW**

The Anti-Radicalisation Policy will be reviewed annually as part of the overall Child Protection and Safeguarding Policy review.

## **FURTHER INFORMATION**

Prevent: Safeguarding Students from Extremism, Inspire