



Robertswood School Statement on preventing radicalisation

Robertswood Prevent Strategy has been written in response to and in line with government guidance and forms part of the government's counter terrorism strategy which seeks to:

- Respond to the ideological challenge of terrorism and aspects of extremism, and the threat faced from those who promote these views
- Provide practical help to prevent people from being drawn into terrorism and ensure they are given appropriate advice and support
- Work with a wide range of sectors where there are risks of radicalisation which need to be addressed, including education, criminal justice, faith, charities, the internet and health

All schools are required by law to teach a broad and balanced curriculum which promotes the spiritual, moral and cultural development of students and prepares them for the opportunities, responsibilities and experiences of life.

The purpose of Robertswood Prevent Strategy is to protect students from harm and to ensure that they are taught in a way that is consistent with the law and British values. To this end it acts to;

- Raise awareness
- Provide information
- Enable learners to make a positive contribution
- Safeguard young people

Risk

The current threat from extremism and radicalisation in the UK can include the exploitation of vulnerable people, to involve them in terrorism or in activity in support of terrorism. The normalisation of extreme views may also make children and young people vulnerable to future manipulation and exploitation. The Linton Cluster is clear that this exploitation and radicalisation should be viewed as a safeguarding concern and that both Staff and Governors, under their duty of care for students, have explicit responsibilities to safeguard pupils from the risk of falling under the influence of extremist groups and individuals and potentially even being drawn into terrorism. The Staff are alert to the potential dangers of institutional complacency and/or suspended professional disbelief – 'it could not happen here' – and will put in place strategies to ensure that governors, staff, parents and pupils understand the potential threat and are aware of the indicators of vulnerability.

In discharging this duty of care, Robertswood seeks to protect children and young people against the messages of all violent extremism delivered using any means or medium to express views which:

- Encourage, justify or glorify political, religious, sexist or racist violence
- Belong to rigid and narrow ideologies that are intolerant of diversity and so leave those who hold them vulnerable to future radicalization

- Seek to provoke others to terrorist acts
- Encourage other serious criminal activity or seek to provoke others to serious criminal acts
- Foster hatred which might lead to inter-community violence in the UK.

What has already been done to address this risk?

Within our cluster, children participate in a curriculum that promotes active learning and develops critical personal thinking skills. The focus on active learning and questioning enables students to explore social and emotional aspects of learning throughout the curriculum. Robertswood actively promotes diversity and shared values between the local school communities, the community local to each individual school, the national and global community. We do this by celebrating our own school values. These values form the basis of our students understanding of wider communities and there are numerous academic and pastoral opportunities that embed this ethos.

Robertswood schools challenge all prejudices recognising students who are at risk of isolation. The emphasis on pastoral care, the use cluster agreed policies, school assemblies, the PSHE scheme of work, school events and enrichment activities ensure that the schools are a safe place to learn and socialise. All of the schools in Robertswood seek justice for inappropriate behaviour choices and use restorative approaches to repair harm when caused.

Robertswood schools have already undertaken a range of activities / initiatives to raise awareness of the issues with both staff and pupils and to ensure that the school community understands what to do and who to go to if they have any concerns around the potential radicalisation of a member of the school community. These include:

- The Designated Person for Safeguarding from each school has attended the Prevent Strategy training run by the Local Authority and the Police.
- A staff session on Prevent Training, designed to increase confidence in identifying pupils at risk of being drawn into terrorism
- A plan for some governors to attend similar training
- IT filtering systems are used both passively to block users from accessing inappropriate websites/fora and proactively to identify the use of a library of key words by users of school equipment which can then be acted on quickly and effectively
- A Prevent Single Point of Contact (SPOC) has been identified to take the lead within the organisation for safeguarding in relation to protecting individuals from radicalisation and involvement in terrorism. Within Robertswood this is the Headteacher.
- A newly renewed Safeguarding Policy that takes account of the Prevent Strategy has been ratified by the governors and is available on the school website.
- Regular liaison with local organisations and religious leaders to ensure that good partnership links exist and that information is regularly shared

What we plan to do in the future?

- Put in place any strategies that are indicated in the light of the risk assessment referred to above

- Provide Prevent training for new staff/governors as part of their induction
- Ensure that all staff, governors, pupils and parents are aware of the indicators of vulnerability
- To work with Parent Voice to provide training and awareness raising to parents and families
- Foster a climate that ensures that the whole school community takes the threat of radicalisation seriously

Further information:

Please come and talk to the school if you have any concerns or questions about our role in the wider UK PRVENT strategy.

DFE Guidance: [Preventing children from radicalisation](#)

Home Office: [Prevent duty guidance from England](#)

Reviewed February 2022 – no changes

Next review February 2025

Compliance Requirements	High	Low	Any action required
The risk to our pupils of being drawn into terrorism has been assessed and considered to be:		X	
The risk to our pupils of being radicalised and supporting terrorism has been assessed and considered to be:		X	
Training requirements	Yes	No	Any action required
Have all staff been trained to understand the Prevent duty?	X		Requires update And new starters
Has the role of the Designated Safeguarding lead been extended to lead on inter-agency liaison in respect of the Prevent duty	X		
Do all your staff know who to refer to in respect of a child being at risk of radicalisation and extremism?	X		
School Policies	Yes	No	Any action required
Does the child protection policy refer to the new duty of the Designated lead and the Prevent guidance?	X		
Does the E-safety policy refer to the requirements of the Prevent guidance?	X		
Has your school got a clear statement about the Prevent duty on your website and in the prospectus?	X		
Does the school have clear guidance for visitors including faith related speakers?	X		
British Values	Yes	No	Any action required
Has the school got a clear strategy for embedding these values and be able to demonstrate how their work with pupils has been effective in doing so?	X		
Our pupils have an understanding of how citizens can influence decision-making through the democratic process	X		
Our pupils have an understanding that the freedom to hold other faiths and beliefs is protected in law.	X		
Our pupils have an acceptance that people having different faiths or beliefs to oneself (or having none) should be accepted and tolerated, and should not be the cause of prejudicial or discriminatory behaviour	X		
Our pupils have an understanding of the importance of identifying and combating discrimination	X		
Does the school ensure all pupils have voice that is listened to, and demonstrate how democracy works by actively promoting democratic processes such as a school council whose members are voted for by pupils?	X		
Does the school include in suitable parts of the curriculum – as appropriate for the age of pupils – materials on the strengths, advantages and disadvantage of democracy, and how democracy and the law works in Britain, in contrast to other forms off government in other countries?	X		
Does the school use extra-curricular activity, including any run directly by pupils, in promoting fundamental British values? opportunities such as general or local elections to hold mock elections	X		Although not specifically, extra-curricular activities contribute to British values and school ethos