



COAST  
ACADEMIES



Eden Park Primary School and Preston Primary School

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## *Anti-Extremism Policy*

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### *Preventing Extremism and Radicalisation*

#### *Introduction*

Coast Academies Schools are committed to providing a secure environment for pupils, where children feel safe and are kept safe. All adults 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.

In adhering to this policy, and the procedures therein, staff and visitors will contribute to the schools delivery of the outcomes to all children, as set out in the Children Act 2004. This policy also reflects the latest statutory guidance from the Counter Terrorism and Security Act 2015 and the departmental advice (non-statutory) In the Prevent Duty document July 2015 This paper on 'Preventing Extremism and Radicalisation' is one element within our overall school arrangements to safeguard and promote the welfare of all children and links to the Safeguarding Policy

#### *School Ethos and Practice*

The school uses the following accepted Governmental definition of extremism which 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 say there is no place for extremist views of any kind in our schools, whether from internal sources – pupils, staff or governors, or external sources - school community, external agencies or individuals. Our pupils see our schools as safe places where they can explore controversial issues safely and where our teachers encourage and facilitate this, we have a duty to ensure this happens.

At our schools we recognise that extremism and exposure to extremist materials and influences can lead to poor outcomes for children and so should be addressed as a safeguarding concern. We also recognise that if we fail to challenge extremist views we are failing to protect our pupils.



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Extremists of all persuasions aim to develop destructive relationships between different communities by promoting division, fear and mistrust of others based on ignorance or prejudice and thereby limiting the life chances of young people. Education is a powerful weapon against this; equipping young people with the knowledge, skills and critical thinking, to challenge and debate in an informed way.

We provide a broad and balanced curriculum underpinned by both British values and our school values which are at the heart of all we do. This ensures that our pupils are enriched, understand and become tolerant of difference and diversity and also that they thrive, feel valued and not marginalised.

Any prejudice, discrimination or extremist views, including derogatory language, displayed by pupils or staff will always be challenged and where appropriate dealt with in line with our Behaviour Policy for pupils and the Professional Code of Conduct for staff.

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

- Disclosures by pupils of their exposure to the extremist actions, views or materials of others outside of school, 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.
- Partner schools and police reports of issues affecting pupils in other schools 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.

### *Teaching Approaches*

We will ensure that our teaching approaches help our pupils build resilience to extremism and give pupils a positive sense of identity through the development of critical thinking skills and pupil's understanding of the school and British Values. We will ensure that all of our staff are equipped to recognise extremism and are skilled and confident enough to challenge it.

We will be flexible enough to adapt our teaching approaches, as appropriate, so as to address specific issues so as to become even more relevant to the current issues of extremism and radicalisation.



Our emphasis on British and school values links closely to our schools approach to the spiritual, moral, social and cultural development of pupils. Our goal is to build mutual respect and understanding and to promote the use of dialogue not violence as a form of conflict resolution.

### *Use of External Agencies and Speakers*

At Coast Academies schools we encourage the use of external agencies or speakers to enrich the experiences of our pupils, however we will positively vet those external agencies, individuals or speakers who we engage to provide such learning opportunities or experiences for our pupils.

Our schools 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 school 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 schools to ensure that they are effective.

Policy approved 23<sup>rd</sup> November 2015

This policy is due for review in Autumn 2017