



St Peter & St Paul

CofE Primary School

Tackling Extremism and Radicalisation Policy

2020 - 2021

(This policy has been drafted having regard for the School's Christian ethos.)

	Date	Signed
Agreed by Staff:	June 2020	Mr Steve Ginn Head Teacher
Agreed by Governors:	July 2020	Mrs N Ford Chair of Governors
Lead:	Strategic Leadership Committee	
Review date:	October 2021	

Our School Mission Statement

We see it as our mission to grow the whole child - intellectually, emotionally, physically, socially and spiritually. To provide them, within a Christian environment, with every learning opportunity possible and to empower them to be the leaders of tomorrow.

Tackling Extremism and Radicalisation Policy 2019/20

Rationale:

St. Peter and St. Paul CofE Primary School is fully committed to safeguarding and promoting the welfare of all its pupils. Every member of staff recognises that safeguarding against radicalisation and extremism is no different to safeguarding against any other vulnerability in today's society.

The Tackling Extremism and Radicalisation Policy sets out our beliefs, strategies and procedures to protect vulnerable individuals from being radicalised or exposed to extremist views, by identifying who they are and promptly providing them with support.

Aims:

This policy is intended to provide a framework for dealing with issues relating to vulnerability, radicalisation and exposure to extreme views. We recognise that we are well placed to be able to identify safeguarding issues and this policy clearly sets out how the school will deal with such incidents and identifies how the curriculum and ethos underpins our actions.

Early intervention is vital and staff must be aware of the established processes to refer concerns about individuals and/or groups. It is important that everyone has the confidence to challenge and the confidence to intervene. It is also essential that we ensure that we have strong safeguarding practices based on the most up-to-date guidance and best practice.

This policy is designed to help ensure that staff are fully engaged in being vigilant about radicalisation; Staff are reminded that instances of radicalisation can happen anywhere and are encouraged to investigate where concerns arise, referring any concerns through the appropriate channels. They are also encouraged to work alongside other professional bodies and agencies to ensure that all pupils are kept safe from harm.

Objectives:

The objectives are that:

- 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 tackling extremism and radicalisation and will follow the policy guidance swiftly when issues arise.
- All pupils will understand the dangers of radicalisation and exposure to extremist views; building resilience against these and knowing what to do if they experience them.

- 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 that they are appropriate and effective. Effective engagement with parents / the family is important as they are in a key position to spot signs of radicalisation. It is important to assist and advise families who raise concerns and be able to point them to the right support mechanisms.

Legislation:

The following national guidelines should be read when working with this policy:

- PREVENT Strategy - HM Government
- Protecting Children from Radicalisation: The Prevent Duty - HM Government
- Keeping Children Safe in Education: Statutory Guidance for Schools and Colleges, DfE September 2019
- Working Together to Safeguard Children - HM Government 2018
- Guidance on Safeguarding Individuals Vulnerable to Radicalisation (VTR) and Referral Process

Definitions:

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 defined as the holding of extreme political or religious views. It 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. We also include in our definition of extremism calls for the death of members of our armed forces, whether in this country or overseas.

Indicators:

There are a number of behaviours which may indicate a child is at risk of being radicalised or exposed to extreme views. These include;

- Possession of materials or symbols associated with an extremist cause.
- Spending increasing time in the company of other suspected extremists.
- Changing their style of dress or personal appearance to accord with the group.
- Day-to-day behaviour becoming increasingly centred on an extremist ideology, group or cause.
- Attempts to recruit others to the group/cause.
- Communications with others that suggests identification with a group, cause or ideology.

- Loss of interest in other friends and activities not associated with the extremist ideology, group or cause.
- Using insulting or derogatory names for another group.
- Increase in prejudice-related incidents committed by that person. These may include;
 - physical or verbal assault
 - provocative behaviour
 - damage to property
 - derogatory name calling
 - possession of prejudice-related materials
 - prejudice related ridicule or name calling
 - inappropriate forms of address
 - refusal to co-operate
 - attempts to recruit to prejudice-related organisations
 - condoning or supporting violence towards others.

Procedural for Referrals:

It is important for all staff and those working in the school to be constantly vigilant and to remain fully informed about the issues which affect the local area, city and society. Staff are reminded that instances of radicalisation can happen anywhere and are encouraged to investigate where concerns arise, referring any concerns through the appropriate channels. (See Appendix A – Procedure for Dealing with Referrals and Appendix B - Radicalisation and Extremism Concern Form)

The School has a trained Designated Safeguarding Lead (DSL) and alternative Designated Safeguarding Lead both of whom will deal swiftly with any referrals made by staff or with concerns reported by staff.

The DSL's will work in conjunction with the Head Teacher or CEO to determine the most appropriate course of action on a case-by-case basis and will decide when a referral to external agencies is needed (See Appendix A - Dealing with Referrals).

As with any child protection referral, staff must be made aware that if they do not agree with a decision not to refer, that they can make the referral themselves and will be given the contact details to make this possible.

Training:

Through INSET opportunities in school, we will ensure that our 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 early on and are aware of how we can provide support as a school to ensure that our children are resilient and able to resist involvement in radical or extreme activities.

Staff will be fully briefed about what to do if they are concerned about the possibility of radicalisation relating to a pupil, or if they need to discuss specific children whom they consider to be vulnerable to radicalisation or extremist views.

The Role of the Curriculum:

Our curriculum is “broad and balanced”. It promotes respect, tolerance and diversity. Children 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.

Personal, Social and Health Education (PSHE) is used as an effective way of providing pupils with time to explore sensitive or controversial issues, and to equip them with the knowledge and skills to understand and manage difficult situations. It is used to teach pupils to recognise and manage risk, make safer choices, and recognise when pressure from others threatens their personal safety and wellbeing. It also helps them to develop effective ways of resisting pressures, including knowing when, where and how to get help. It also encourages pupils to develop positive character traits, such as resilience, determination, self-esteem, and confidence.

The School also promotes fundamental British values which enable and support children to challenge extremist views. Citizenship helps to provide pupils with the knowledge, skills and understanding to prepare them to play a full and active part in society. It equips pupils to explore political and social issues critically, to weigh evidence, to debate, and to make reasoned arguments. In Citizenship, pupils learn about democracy, government and how laws are made and upheld. Pupils are also taught about the diverse national, regional, religious and ethnic identities in the United Kingdom and the need for mutual respect and understanding.

Children 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.

It is recognised that children with low aspirations are more vulnerable to radicalisation and therefore we strive to equip our pupils with confidence, self-belief, respect and tolerance as well as setting high standards and expectations for themselves.

Visitors in the School:

All visitors in the school will be subject to appropriate and robust safeguarding checks which may include DBS checks and the provision of photo identification.

Use of School Premises:

If any non-school groups or organisations are allowed to use the school premises, their usage will be monitored and in the event of any behaviour being observed which is not in keeping with the Tackling Extremism and Radicalisation Policy, the school will contact the police and terminate the agreement.

Links to Other Policies:

This policy should be read in conjunction with other school and Trust policies.

Policy Review:

This policy will be reviewed on an annual basis as part of the overall Safeguarding policy review. A radicalisation and extremism risk assessment is also completed on an annual basis (blank template Appendix C).

Appendix A:

Procedural for Dealing with Referrals:

We are aware of the potential indicating factors that a child is vulnerable to being radicalised or exposed to extreme views, including peer pressure, influence from other people or the internet, bullying, crime and anti-social behaviour, family tensions, race/hate crime, lack of self-esteem or identity, prejudicial behaviour and personal or political grievances

In the event of prejudicial behaviour the following system will be followed;

- All incidents of prejudicial behaviour will be reported directly to the Designated Safeguarding Lead or the Head Teacher/CEO.
- All incidents will be fully investigated and recorded and records will be kept in line with procedures for any other safeguarding incident. Where deemed necessary, discussions will also take place with the local children's social care agency.
- In most cases, parents/carers will be contacted and the incident discussed in detail, aiming to identify motivating factors, any changes in circumstances at home, parental views of the incident and to assess whether the incident is serious enough to warrant a further referral. A note of this meeting is kept alongside the initial referral in the Safeguarding folder.
- If it is felt to be inappropriate to contact the parents in the first instance, a direct referral will be made to the appropriate authority.
- The DSL and Head Teacher/CEO will follow-up any referrals for a period of four weeks after the incident to assess whether there is a change in behaviour and/or attitude. A further meeting with parents will be held if there is not a significant positive change in behaviour.
- Consideration will also be given to referring any incidents/individuals to the Channel program (<https://www.gov.uk/government/publications/channel-guidance>)
- Serious incidents will be referred for advice and guidance either by contacting the police on 101 or by contacting the Department of Education (telephone helpline: 020 7340 7264 email: counter.extremism@education.gsi.gov.uk).

Appendix C: Radicalisation and Extremism Risk Assessment template (including Prevent Self-Assessment)

Radicalisation and Extremism Risk Assessment

The School

Question	Answer	Evidence/Comment
Does the school have a policy?		
Does the school work with outside agencies on R&E?		
Has the school got a nominated R&E Lead?		
Do staff have a process to voice their concerns?		
Do children have a process to voice their concerns?		
Are there opportunities for pupils to learn about R&E?		
Is the school particularly prone to R&E?		
Overall Level of Risk:		Comments

The Pupils

Question	Answer	Evidence/Comment
Are pupils aware of what R&E is?		
Are individual pupils risk assessed?		

Overall Level of Risk	Comments
Number of Pupils at Risk	Comments

The Community

Overall Level of Risk	Comments

Prevent Self-Assessment

Prevent Objective 1: Clear leadership and accountable structures are in place and visible throughout the organisation	
Evidence	Tick
There is an identified strategic PREVENT lead within the school?	
The strategic lead understands the expectations and key priorities to deliver PREVENT and 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 the organisation regarding PREVENT	
PREVENT safeguarding responsibilities are explicit within the School's Safeguarding Team	
The PREVENT agenda and its objectives have been embedded within the appropriate safeguarding processes	

Prevent Objective 2: Staff and the Governing Body have been appropriately trained according to their roles	
Evidence	Tick
PREVENT training, policies and leaflets are regularly presented/discussed at GB meetings	

<p>Further training on the PREVENT agenda is made available to the Strategic PREVENT lead and Safeguarding leads where appropriate.</p> <p>There is appropriate staff guidance and literature available to staff on the PREVENT agenda</p>	
--	--

Prevent Objective 3: An appropriate reporting and referral process is in place and referrals are being managed effectively	
Evidence	Tick
Ensure that preventing young people from being exposed to radicalisation or extremism is part of the school's safeguarding policies and procedures	
<p>A single point of contact (SPoC) for any PREVENT concern raised by staff within the school has been identified</p> <p>An appropriate internal PREVENT referral process has been developed</p>	
Partner agency communication channels have been developed	
An audit trail for notification reports/referrals exists	
PREVENT referrals/notifications are being managed or overseen by relevant staff	
A process is in place to identify and develop 'lessons learnt'	

Prevent Objective 4: A broad and balanced curriculum that helps protect students against extremism and promotes community cohesion	
Evidence	Tick
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	

Students are aware of the benefits of community cohesion and the damaging effects of extremism on community relations

Staff are able to provide appropriate challenge to students, parents or governors if opinions are expressed that are contrary to fundamental British values and promotion of community cohesion

Document History

Version	Date	Comments
Issue 1	November 2016	Drafted as part of the Safeguarding review
Issue 2	November 2017	Reviewed and proposed as fit for purpose for the upcoming year.
Issue 3	October 2019	Reviewed and updated to reflect current legislation and guidance.
Issue 4	July 2020	Reviewed and updated to reflect current legislation and guidance