

Ferndale Primary School



FERNDALE PRIMARY
SCHOOL

TACKLING EXTREMISM & RADICALISATION POLICY

Policy reviewed Summer 2016

Signed _____ Head Teacher

Signed _____ Chair of Governors

This Policy should be read with the following policies and guidance:

- Safeguarding and Child Protection Policy 2016
- Working Together to Safeguard Children March 2015. The guidance is available via the following link: <http://www.workingtogetheronline.co.uk/index.html>
- Keeping Children Safe in Education July 2016. The guidance is available via the following link:
<https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>
- Prevent Duty Guidance for England & Wales; a Guidance for specified authorities (Counter Terrorism & Security Act 2015) June 2015
https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/417943/Prevent_Duty_Guidance_England_Wales.pdf
- The DfE Prevent Duty Departmental advice for Schools and child care providers June 2015. The guidance is available via the following link:
<https://www.gov.uk/government/publications/protecting-children-from-radicalisation-the-prevent-duty>
- Information Sharing: Advice for Practitioners providing Safeguarding Services to Children, Young People, Parents and Carers". March 2015. The guidance is available via the following link:
https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/419628/Information_sharing_advice_safeguarding_practitioners.pdf

The persons responsible for the protection of children against extremism and radicalisation in this school are:

The Safeguarding Designated Lead: Ruth Gillett (Headteacher)

The Safeguarding Deputy Lead: Rachel Sutton (Deputy Headteacher)

Governor responsible for Safeguarding: Steve Sparkes

Chair of Governors: Steve Sparkes

1. Our Policy

Ferndale Primary School fully recognises its responsibilities for tackling extremism in all forms and its responsibilities in protecting children/young people from exposure to all types of radicalisation.

2. Aims & Principles

This Extremism and Radicalisation Policy is intended to provide us with a framework of dealing with issues of vulnerability, exposure to extreme views and ideologies which are seen to be inflammatory and against the ethos of our school.

We recognise we are in an important position to identify the early signs, looking to safeguard and protect children / young people who are susceptible and vulnerable. We recognise the need to respond in taking appropriate action to prevent extremist views and ideologies developing alongside providing a broad curriculum. This policy sets out how we will deal with this.

Our parents and carers also need an understanding of the issues, being well informed of our efforts at every opportunity, so that that they are clear about how the school will deal with such incidents, including how our curriculum and ethos underpin our actions.

Effective engagement with our parents is also 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 point them in the right direction for support.

We will make this policy available to our parents/carers and to our local community. This Policy will also be made available on the school website.

3. Links to other policies

The Tackling Extremism & Radicalisation Policy is linked to the following policies:

- **Safeguarding & Child Protection Policy**
- **Equal Opportunities Policy**
- **SEND Policy**
- **E-Safety Policy**
- **Behaviour and Anti- bullying Policy**
- **Our Vision, Values and Aims**
- **Our Learning 9**
- **Safeguarding policy folder**

Furthermore, we will follow the procedures set out by the Sandwell Safeguarding Children's Board with reference to Safeguarding Children and Young People who are deemed to be vulnerable to violent extremism.

In tackling extremism and radicalisation we will take account of the following national guidelines and legislation:

- CONTEST (Counter Terrorist Strategy) 2011
- Prevent Duty Guidance for specified local authorities HMI June 2015
- Channel Duty Guidance 2015
- Counter Terrorism & Security Act 2015
- The Prevent Duty, DfE Departmental advice for schools and child care providers 2015

4. Duties, Powers, Responsibilities

Section 26 of the Counter Terrorism and Security Act 2015 places a duty upon Local Authorities and all specified settings including Schools in the exercise of their functions to have “due regard to the need to prevent people from being drawn into terrorism”. It is applied to bodies in the UK who have significant interaction with people vulnerable to radicalisation.

We are required in our functions under section 26 to:

- Know about and identify early indicators in pupils.
- Develop the confidence to challenge and intervene.
- Assess the risk of our pupils being drawn into terrorism and terrorist ideology.
- Have clear protocols & keep records.
- Be monitored by Ofsted in how we exercise these duties.

We therefore recognise the Prevent strategy is part of the overall Counter Terrorism Strategy, CONTEST, in the UK. The aim of Prevent is to reduce the threat to the UK from terrorism by stopping people becoming terrorist or supporting terrorism.

We understand Channel to be an element of the Prevent strategy aimed at stopping vulnerable people being drawn into terrorism, a programme working to challenge extremist ideas that works with individuals including children and young people. We will work with the Local Authority and with other agencies in making sure we undertake our duties under Prevent.

5. Definitions & Indicators

We recognise that extremism is defined as the holding of extreme political or religious views. It is a vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty, mutual respect and the tolerance of different faiths and beliefs. We also include in our definition any calls for the death of members of our armed forces, whether in this country or abroad.

We recognise radicalisation as the process by which people come to support terrorism, violent extremism and, in some cases, to then participate in terrorist groups, which can mean leaving their country to pursue this.

We recognise that children / young people can be enticed into radicalisation as they are more vulnerable and susceptible to this. They therefore can be drawn into violence or they can be exposed to the messages of extremist groups by many means, especially online and through social media. The school recognises that social media is increasingly a child's preferred method of communication and that this can increase their risk to exposure to radicalisation.

Messages, views, ideologies that are extremist can come from parents/carers, family members or friends, and/or from direct contact with member groups and organisations. It can come from staff within an organisation, or be brought into a School by staff, governors, or volunteers.

Research has identified helpful lists of indicators based on actual UK case studies, which would identify how a child or young person is vulnerable to radicalisation.

The risk of radicalisation is the product of a number of factors and identifying this risk requires all our staff being able to exercise their judgement in raising any concern and reporting to the appropriate leads within the school.

We understand the following concerns as some of the indicators of vulnerability in children / young people to radicalisation and ones that are based upon research and from examples of case studies, but that there is no definitive list and all these following concerns, indicators, factors and risk indicators are to be taken into account:

- Identity crisis - distance from cultural/religious heritage and uncomfortable with their place in society around them;
- Personal crisis - family tensions, sense of isolation, adolescence, low self-esteem, disassociation with existing friendship groups, becoming involved in new and different groups of friends, searching for answers to questions about identity, faith and belonging;
- Personal circumstances - migration, local community tensions, events affecting country or region of origin, having a sense of grievance that is triggered by personal experience, racism, discrimination or aspects of government policy
- Unmet aspirations - perceptions of injustice, feeling of failure, rejection of civic life;

- Criminality - experiences of imprisonment, poor resettlement/reintegration, previous involvement with criminal groups.

We recognise the following potential diagnostic Indicators identified in the Channel Guidance which include:

- Use of language seen to be inappropriate (e.g. causing distress or alarm and perceived to be prejudiced, inflammatory, or hateful).
- Noticeable behavioural changes.
- Expression of extreme views.
- Possession of extremist literature.
- Advocating violent actions and means.
- Seeking to recruit others to an extremist ideology.

We also understand these critical risk factors that indicate a possible process of potential grooming/entrapment:

- Changes in faith/ideology.
- Sudden name change linked to a different faith/ideology.
- Significant changes in appearance.
- Secrecy on the Internet & access to websites with a social networking element.
- Narrow/limited religious or political views.
- Attendance at certain meetings e.g. rallies and articulating support for.
- “Them” and “us” language/rhetoric.
- Justifying the use of violence to solve societal issues.
- Isolation from usual friends, family or social groups.
- Sudden unexplained foreign travel.

We will assess and monitor the risk of children being drawn into terrorism; the general risks may vary from area to area, and according to their age, local threat and proportionality. This School recognises we are in an important position to identify risks within our local context.

Should we have Prevent concerns about an individual pupil, we will follow normal procedures used in the school to raise safeguarding concerns, following the guidance and assessment prescribed by the local authority.

Through our curriculum, we will try and help our pupils to keep safe online and consider the impact of social media networking sites with additional consideration to the threat of exposure to extremism and radicalisation. We are aware of the increased risk of online radicalisation and how terrorist groups seek to radicalise young people online.

We will use appropriate levels of filtering, as outlined in our E-Safety Policy, and consult with the relevant IT providers and provide training where necessary.

6. Preventing radicalisation and extremism through our curriculum

We will work to ensure that our pupils will be skilled and equipped to be resilient and resist involvement in extreme or radical activities. We recognise the need to build resilience in our pupils to make them less vulnerable, this is part of our Learning 10 and school values.

We will therefore provide a broad and balanced curriculum within which we aim to support pupils' spiritual, moral, social and cultural development (SMSC). SMSC development is promoted through all our subjects, including the ethos of our school where development of positive attitudes and values is central to everything we do.

British values, underpinning public life in the UK, have been summarised as democracy, the rule of law, individual liberty, mutual respect, and the tolerance of those with different faiths and beliefs. It is important that our pupils understand this through different approaches using a balanced and broad curriculum. This supports our pupils in being responsible citizens and prepares them for an adult life living and working in Britain, which is diverse and changing.

Our School will ensure the promotion of British values and that these efforts are inclusive and promote unity between pupils, parents/carers and the local community.

7. Training

As part of our statutory duties, we will ensure that staff are fully aware of the threats, risks and vulnerabilities that are linked to extremism and radicalisation, and being alert and responding to early indicators. This will include all staff, volunteers and governors and will be incorporated into staff induction training.

We will ensure that all staff are trained to be equipped and skilled in this field, making available training resources and support opportunities where required. We will follow the recommendations of the Local Authority and ensure staff attend Prevent/WRAP or other recommended training, where this is relevant to their role in the school. We will also ensure that relevant staff and governors understand the Channel process and know how to refer children through local processes.

8. Procedures for Referrals

We will treat any worry or concern had by a child who may have been exposed to possible extremism, extremist ideology and/or radicalisation as a safeguarding concern.

Schools have sought advice from the LA on the following concerns:

- Parents/carers presenting worrying views to a teacher, visitor or governor
- A staff member, governor, volunteer or visitor presenting concerning views
- Access to radical teachings by anyone in the school
- Online exposure and the viewing of online materials seen to be concerning, disturbing, inflammatory or anti-British in tone
- Any child or young person/parent/visitor on school property who may be discussing/providing information to children that may be seen as inciting or inflammatory
- Parents/carers wishing to remove their child from curriculum-based activities or educational visits on the basis that they might have an extreme view, ideology or an irrational fear.

All concerns and incidents will be fully investigated and in all cases the Designated Safeguarding Lead can contact the Safeguarding Team for advice and next steps.

The Department of Education has also a dedicated a telephone helpline (020 7340 7264) to enable staff and governors to raise concerns related to extremism. It is not intended for use in emergency situations. Where a concern or incident is judged to be immediate and serious, the Safeguarding Designated Lead in the school will contact the police directly.

All concerns will be referred by the Safeguarding Designated Lead into Starting Point. This is a single point of contact for advice, support and referrals for early help to the MASH and/or Children's Social Care.

There is a case referral pathway process and depending upon significance, concerns will include a referral into the local Prevent team, and decisions will be made around a referral into Channel.

9. Visitors & use of the schools premises

Visitors

- Visitors and contractors will be subject to identification checks, which will include clarification of the purpose of their visit.
- The school may undertake further precautions in allowing visitors and contractors on their premises.

School Premises

- We will ensure the school building will not be used to give a platform to extremists. This will be monitored as follows:
- If a member of staff wishes to invite a speaker into school, prior approval and agreement will be made with the Headteacher, and this will be subject to the appropriate school safeguarding checks.
- Usage of school premises will be monitored and in the event of any behaviour not in keeping with this policy or the Safeguarding and Child Protection Policy, the school will terminate the contact and may in some circumstances contact the police and the local authority.

10. Contacts for learning:

Prevent, WRAP, Channel, CONTEST

- <https://www.gov.uk/government/publications/counter-terrorism-strategy-contest>
- <https://www.gov.uk/government/publications/prevent-duty-guidance>
- <https://www.gov.uk/government/publications/channel-guidance>
- <https://www.gov.uk/government/publications/prevent-strategy-2011>

11 . Useful Websites

UK Safer Internet Centre:

Guidance for teachers, and other professionals supporting children about how to stay safe online and from radicalisation includes: checklists for Facebook, Twitter, Snapchat, Instagram. Can be downloaded and used in Schools - www.saferinternet.org.uk

London Grid for Learning has a range of short videos with clear explanations relating to extremism and radicalisation - <http://counterextremism.lgfl.org.uk/>

Teaching approaches that help to build resilience to extremism amongst young people' - https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/182675/D_FE-RR119.pdf

PREVENT

www.gov.uk/government/policies/protecting-the-uk-against-terrorism/supporting-pages/prevent

PREVENT Tragedies - www.preventtragedies.co.uk

Families Matter- www.familiesmatter.org.uk

NCALT: an e-learning module which gives awareness of the CHANNEL process. Issued with certificate - http://course.ncalt.com/Channel_General_Awareness/01/index.html

13. Safeguarding Roles and Responsibilities

All staff and volunteers in our school have responsibility for the following:

- Being aware of the Sandwell Safeguarding Procedures, ensuring these procedures are followed;
- Being aware of the Sandwell Safeguarding Children Board's Escalation Policy and Process, which may be followed if a staff member fears their concerns have not been addressed, and of the Confidential Reporting Code (Whistle Blowing);
- Ensuring we attend PREVENT/WRAP training and any other training prescribed by the Local Authority relevant to the role in the school;
- Being alert to the definitions and indicators around extremism and radicalisation, acting upon any of these concerns by reporting these to the Designated Safeguarding Lead within the School;
- Bringing any concerns relating to extremism, or worrying ideologies, where a child or young person may have access to materials either online media contact or viewing to the Designated Safeguarding Leads who are the single point of contact for Prevent concerns;
- Bringing any concerns to the Designated Safeguarding Lead relating to parents/carers or visitors on the school's premises who may have views seen to be inflammatory or contrary to the school's policies and principles
- Being proactive in the school in protecting vulnerable children from exposure to radical views and being radicalised by them;
- Promoting an ethos within the school with regard to principles of equality, diversity and the positive values of different cultures;
- Understanding the implications of prejudice-based bullying in an aim to protect children and young people from being radicalised;

- Understanding British values, being proactive in contributing to children's learning about these and the broader values of living & working in modern Britain.
- Listening to, and seeking out, the views, wishes and feelings of our pupils, ensuring that the vulnerable child's voice is heard and acknowledged;
- Obtaining advice and seeking support for our pupils using the local authority referral routes when a child or young person has been identified as vulnerable to extremism and radicalisation.

The Designated Safeguarding Lead has responsibility for the following:

- Being the single point of contact in relation to protecting pupils/students from radicalisation and involvement in terrorism (SPOC);
- Being aware of the Sandwell Safeguarding Procedures **in regard to 'Safeguarding Children and Young People Vulnerable to Violent Extremism'**, ensuring these procedures are followed;
- Seeing all concerns as safeguarding concerns and reporting them under the procedures set out;
- Being aware of the advice and referral process PREVENT/Channel, which is available in the local authority;
- Attending, when requested, a Channel panel to present, discuss and agree a course of action for a child referred through this process;
- Ensuring children receive the support available through PREVENT and Channel;
- Signposting, where relevant, to other support services, web-based organisations and agencies that can assist a school in all safeguarding matters;
- Monitoring RE, PSHE and assemblies to ensure effective practice in promoting community cohesion, diversity and equality;
- Keeping all staff and volunteers informed and up to date with regard to Prevent and safeguarding developments as part of their training responsibilities;
- Keeping records of any concerns labelled clearly as Prevent, including risk assessments, interventions, and any advice and support that is sought.

Governors and school leaders are responsible for:

- That the Designated Lead in the School will act as the single point of contact for concerns;
- Knowing that the Safeguarding Designated leads have access to the training as prescribed by the Local Authority;
- Ensuring that all staff, including volunteers, are given access to the training as prescribed by the Local Authority and relevant to their job role;
- Ensuring that the Safeguarding Designated Leads are sufficiently trained and equipped to deal with extremism and radicalisation in their school and remain up to date with any guidance/legislation changes;
- Ensuring that processes of keeping records are in place for the reporting and recording of any concerns, and that there is evidence of risk assessments being undertaken, and records are maintained of any interventions, advice and support that have been sought;
- Considering how children may be taught about extremism and radicalisation as part of the broader Safeguarding curriculum in the school, which is promoted through teaching and learning opportunities as part of providing a broad and balanced curriculum;
- Actively promoting values of democracy, the rule of law, individual liberty, mutual respect and tolerance of those with different faiths and beliefs;
- Having in place an e-Safety Policy which addresses the concerns of radicalisation online;
- Making sure that this policy, including any teachings or statements relating to the work of protecting children/young people from radicalisation, is available to parents and carers, as appropriate, including displaying on the schools website.

14. Management of the Policy

The Headteacher will implement this policy and will ensure that all staff and regular volunteers have read the policy and signed confirming that they have read and understood their responsibilities.

The Governing Body will oversee the policy, and ensure its implementation and compliance to statutory duties, reviewing its content on an annual basis, or sooner if there have been

changes in guidance or legislation. This will be recorded in the governor meeting minutes for auditing purposes.

R Gillett Autumn 2016