BROOKSIDE PRIMARY SCHOOL

Anti-Radicalisation& Extremism Policy
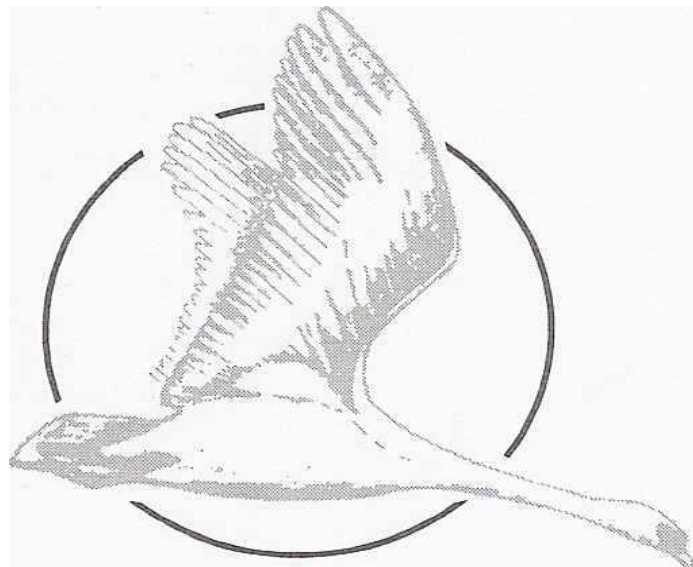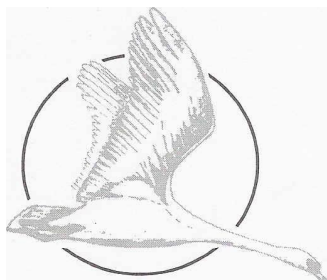
Brookside Primary School

<u>**Mission**</u>
Our values-based school nurtures curiosity and creativity through an inspiring, broad and engaging curriculum, where learning is at the heart of all that we do. Our children learn to become resilient and self-assured in an environment where safety is outstanding. Everyone is challenged and encouraged to thrive and achieve as individuals, preparing them for their role as caring and active citizens in modern Britain.

<u>**Vision statement**</u>
"Be kind. Promote equality. Strive to achieve"

Tackling Extremism & Radicalisation Policy

This policy should be read with the following policies:

- ☐ Safeguarding & Child Protection Policy
- ☐ Equality Policy
- ☐ Anti-Bullying Policy
- ☐ Behaviour Policy
- ☐ Online Safety Policy
- ☐ PREVENT Strategy HM Gov
- ☐ Keeping Children Safe in Education DfE
- ☐ Working Together to Safeguard Children HM Gov 2019 (updated version)

1. POLICY STATEMENT

Brookside 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.

2. LINKS TO OTHER POLICIES

The Brookside Primary School Tackling Extremism and Radicalisation Policy links to the following Brookside Primary School policies;
- Child Protection and Safeguarding
- Equality Policy
- Anti-bullying Policy
- Positive Behaviour Management Policy
- Online Safety Policy.

The following national guidelines should also be read when working with this policy;
- PREVENT Strategy HM Government
- Keeping Children Safe in Education DfE 2018 and any updates
- Working Together to Safeguard Children HM Government 2013.

3. AIMS AND PRINCIPLES

3.1 The Brookside Primary School Tackling Extremism and Radicalisation 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.

3.2 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 they are appropriate and effective.

The main aims of this policy are to ensure that staff are fully engaged in being vigilant about radicalisation; that they overcome professional disbelief 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.

As part of our safeguarding ethos we encourage pupils to respect the fundamental British values of democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs. We ensure that partisan political views are not promoted in the teaching of any subject in the school and where political issues are brought to the attention of the pupils, reasonable practicable steps have been taken to offer a balanced presentation of opposing views to pupils. At our school we are committed to contributing to community cohesion and reducing the likelihood that our children may become radicalised. To support this process the staff in our school report any concerns they have about our children in this respect to the DSL or DDSL. The Designated Officer will then make a referral to the Leicestershire Prevent Team for further advice and support.

Since 2010, when the Government published the Prevent Strategy, there has been an awareness of the specific need to safeguard children, young people and families from violent extremism. There have been several occasions both locally and nationally in which extremist groups have attempted to radicalise vulnerable children and young people to hold extreme views including views justifying political, religious, sexist or racist violence, or to steer them into a rigid and narrow ideology that is intolerant of diversity and leaves them vulnerable to future radicalisation.

Brookside Primary School values freedom of speech and the expression of beliefs / ideology as fundamental rights underpinning our society's values. Both pupils/students and teachers have the right to speak freely and voice their opinions. However, freedom comes with responsibility and free speech that is designed to manipulate the vulnerable or that leads to violence and harm of others goes against the moral principles in which freedom of speech is valued. Free speech is not an unqualified privilege; it is subject to laws and policies governing equality, human rights, community safety and community cohesion.

The current threat from terrorism in the United Kingdom may 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. Brookside Primary School is clear that this exploitation and radicalisation should be viewed as a

safeguarding concern. Definitions of radicalisation and extremism, and indicators of vulnerability to radicalisation are in Appendix 6.

Brookside Primary School seeks to protect children and young people against the messages of all violent extremism including, but not restricted to, those linked to Islamist ideology, or to Far Right / Neo Nazi / White Supremacist ideology, Irish Nationalist and Loyalist paramilitary groups, and extremist Animal Rights movements.

The school governors, the Head Teacher and the Designated Safeguarding Lead (DSL) will assess the level of risk within the school and put actions in place to reduce that risk. Risk assessment may include, the use of school premises by external agencies, anti-bullying policy and other issues specific to the school's profile, community and philosophy.

This will be reviewed as part of the annual "Audit of Statutory Duties and Associated Responsibilities" that is monitored by the local authority and the Leicestershire Safeguarding Children Board.

Response

All members of staff have attended WRAP (Workshop to Raise Awareness of PREVENT) training. When any member of staff has concerns that a pupil may be at risk of radicalisation or involvement in terrorism, they should speak with the Headteacher and/or to the DSL. They should then follow normal safeguarding procedures. If the matter is urgent then Leicestershire Police must be contacted by dialling 999. In non-urgent cases where police advice is sought then dial 101. There is also a National Police Helpline for Advice on Prevent issues 0800 0113764. The Department of Education has also set up a dedicated telephone helpline for staff and governors to raise concerns around Prevent (020 7340 7264). Numerous factors can contribute to and influence the range of behaviours that are defined as violent extremism, but most young people do not become involved in extremist action. For this reason the appropriate interventions in any particular case may not have any specific connection to the threat of radicalisation, for example they may address mental health, relationship or drug/alcohol issues.

Prevention

We recognise that the school plays a significant part in the prevention of harm to our children by providing children with good lines of communication with trusted adults, supportive friends and an ethos of protection.

The school community will therefore:

☐ Work to establish and maintain an ethos where children feel secure and are encouraged to talk and are always listened to.

☐ Include regular consultation with children e.g. through safety questionnaires, participation in anti-bullying week, asking children to report whether they have had happy/sad lunchtimes/playtimes

☐ Ensure that all children know there is an adult in the school whom they can approach if they are worried or in difficulty.

☐ Include safeguarding across the curriculum, including PSHE, opportunities which equip children with the skills they need to stay safe from harm and to know to whom they should turn for help. In particular, this will include anti-bullying work, e-safety, road safety, pedestrian safety. Also focussed work in Year 6 to prepare for transition to Secondary school and more personal safety/independent travel.

☐ Ensure all staff are aware of school guidance for their use of mobile technology and have discussed safeguarding issues around the use of mobile technologies and their associated risks.

4. DEFINTIONS AND INDICATORS

4.1 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.

4.2 Extremism is defined as the holding of extreme political or religious views.

4.3 There are a number of behaviours which may indicate a child is at risk of being radicalised or exposed to extreme views. These include;
- 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.
- Loss of interest in other friends and activities not associated with the extremist ideology, group or cause.
- Possession of materials or symbols associated with an extremist cause.
- Attempts to recruit others to the group/cause.
- Communications with others that suggests identification with a group, cause or ideology.
- Using insulting to derogatory names for another group.
- Increase in prejudice-related incidents committed by that person – these may include;

o   physical or verbal assault
o   provocative behaviour
o   damage to property
o   derogatory name calling
o   possession of prejudice-related materials
o   prejudice related ridicule or name calling

- o   inappropriate forms of address
- o   refusal to co-operate
- o   attempts to recruit to prejudice-related organisations
- o   condoning or supporting violence towards others.

5. PROCEDURES FOR REFERRALS

5.1 It is important for us to be constantly vigilant and remain fully informed about the issues which affect the local area, city and society in which we teach. Staff are reminded to suspend any 'professional disbelief' that instances of radicalisation 'could not happen here' and to be 'professionally inquisitive' where concerns arise, referring any concerns through the appropriate channels. (See appendix 1 – Dealing with referrals)

5.2 We believe that it is possible to intervene to protect people who are vulnerable. **Early intervention is vital** and staff must be aware of the established processes for front line professionals to refer concerns about individuals and/or groups. We must have the confidence to challenge, the confidence to intervene and ensure that we have strong safeguarding practices based on the most up-to-date guidance and best practice.

5.3 Key members of the Senior Leadership Team (SLT) are trained as DSL's will deal swiftly with any referrals made by staff or with concerns reported by staff.

5.4 DSL's and Deputy DSL's will discuss 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 1 – Dealing with referrals)

5.5 As with any child protection referral, staff must be made aware that if they do not agree with a decision not to refer, they can make the referral themselves. The appropriate contact details for this are available on the safeguarding posters displayed throughout the school. The Trust Whistleblowing policy may also be used.

6. GOVERNORS, LEADERS AND STAFF

6.1 The Head Teacher and all members of the SLT are the leaders for referrals relating to extremism and radicalisation. In the unlikely event that no SLT members and the Head Teacher are not available, all staff are aware of the channels by which to make referrals from the contact information on the safeguarding training they are given and the resources emailed after the training has taken place.

6.2 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.

6.3 DSL and DDSL's will work with external agencies to decide the best course of action to address concerns which arise.

6.4 Prejudicial behaviour can be a factor in radicalisation and extremism. With this in mind, Brookside Primary School has updated procedures for dealing with prejudicial behaviour, as outlined in the Behaviour Policy and Equality Policy. All hate incidents are recorded on CPOMs.

7. THE ROLE OF THE CURRICULUM

7.1 At Brookside Primary School we deliver a broad and balanced curriculum which 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.

7.2 Our Values based curriculum, PSHE provision (Jigsaw) and Religious Education is embedded across the curriculum. It directs our assemblies and underpins the ethos of the school. 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.

7.3 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. Children are taught to seek adult help if they are upset or concerned about anything they read or see on the internet. We use Smoothwall at Brookside to monitor internet usage.

8. STAFF TRAINING

8.1 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. We have training from the local Police and use our PHSE lessons to challenge any extremist ideas.

9. VISITORS AND THE USE OF SCHOOL PREMISES

9.1 If any member of staff wishes to invite a visitor in the school, this must be in agreement with the Head Teacher. Children are NEVER left unsupervised with external visitors, regardless of safeguarding check outcomes.

9.2 Upon arriving at the school, all visitors including contractors, will read the child protection and safeguarding guidance and be made aware of who the DSLs are and how to report any concerns which they may experience.

9.3 If any agreement is made to allow non-school groups or organisations to use the premises, appropriate checks will be made before agreeing the contract. Usage will be monitored and in the event of any behaviour not in-keeping with the Tackling Extremism and Radicalisation Policy, the school will contact the police and terminate the contract.

10. POLICY REVIEW

10.1 The Brookside Primary School Anti Extremism and Radicalisation Policy will be reviewed annually as part of the overall Child Protection and Safeguarding policy review.

Appendix 1 – 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 DSL or DDSL.

☐ All incidents will be fully investigated and recorded in line with the Positive Behaviour Policy and records will be kept in line with procedures for any other safeguarding incident.

☐ 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.

☐ The SLT 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 would be held if there is not a significant positive change in behaviour.

☐ In the event of a referral relating to serious concerns about potential radicalisation or extremism, the school will contact **the Prevent team on 101**

The Prevent Strategy

The Prevent Strategy forms one of four strands of the UK Government's counter-terrorism strategy, known as CONTEST. The UK faces a continuing threat from both international and domestic terrorism. The Prevent Strategy aims to disrupt extremist organisations from operating within our communities.

Violent extremism can emerge from any community and can be inspired by a wide range of causes. Whilst Al-Qaeda inspired Islamist extremism still undoubtedly poses a threat to the UK, Prevent also seeks to combat extremism motivated by the extreme right wing, as well motivated by single issues such as animal rights. Accordingly, Prevent does not stigmatise any community.

Leicestershire Police Prevent team can be contacted 01162486726 or call the Leicester/Leicestershire Prevent co-ordinator on 01162733459

Each of these have an instrumental role to play in monitoring the resilience of our local communities to the threat posed by extremism, as do members of the public.

Potential extremist activity can take many forms. The following list provides some possible examples. This list is not exhaustive and is intended for illustrative purposes only.

- Distributing leaflets or displaying posters that carry a violent extremist message.
- Accessing violent extremist forums or websites in internet cafes.
- Extremist groups meeting at community centres.
- Viewing terrorist/violent extremist promotional videos.

Extremist activity can also be reported via the **Anti-Terrorist Hotline on 0800 789 321**. The line is confidential, anonymous and intended for the reporting of non-life threatening activity.

To report potentially immediate threats, such as a suspicious vehicle or package, always call 999.

Channel Panel

The Channel process is essentially a safeguarding programme aimed at supporting individuals identified as vulnerable to being drawn into violent extremism or terrorist related activity. As with other safeguarding practices Channel is reliant on a multi agency response and multi disciplinary work to minimise and manage the risk to an individual. Channel is voluntary and so the individual must provide consent. It draws on existing collaboration between local authorities, the police, the local community and has three objectives:

- Identify individuals at risk of being drawn into radical extremism
- Assess the nature and extent of the risk
- Develop the most appropriate support for the individuals concerned.

The Counter Terrorism and Security Act (2015) provides a statutory framework for a joint local authority/ police panel to assess the extent to which identified individuals are vulnerable to being drawn into terrorism and to put in place a support plan. This effectively places Channel on a statutory footing. The Act sets out that these panels are to be chaired by the responsible local authority, which across Surrey is the Community Safety Unit. The diagram below illustrates the Channel Panel process:
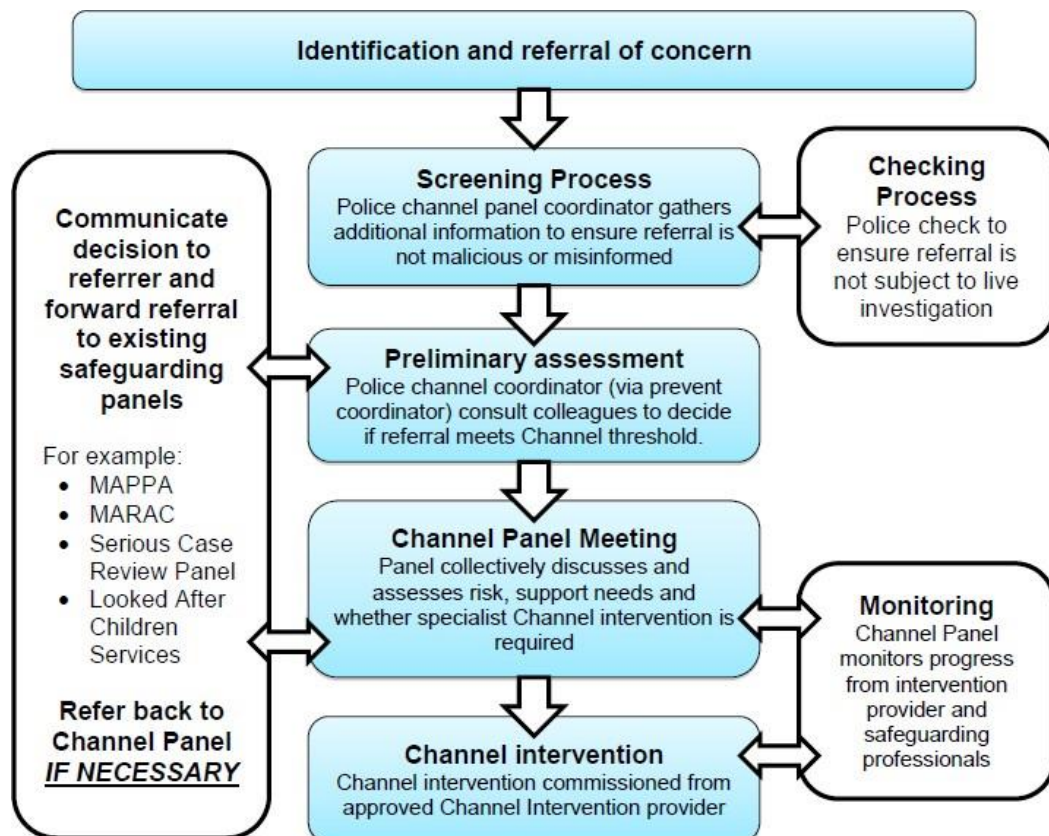
INDICATORS OF VULNERABILITY TO RADICALISATION

1.   Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism leading to terrorism.

2.   Extremism is defined by the Government in the Prevent Strategy as:
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.

3.   Extremism is defined by the Crown Prosecution Service as:
The demonstration of unacceptable behaviour by using any means or medium to express views which:

- Encourage, justify or glorify terrorist violence in furtherance of particular beliefs;
- Seek to provoke others to terrorist acts;
- Encourage other serious criminal activity or seek to provoke others to serious criminal acts; or
- Foster hatred which might lead to inter-community violence in the UK.

4.   There is no such thing as a "typical extremist": those who become involved in extremist actions come from a range of backgrounds and experiences, and most individuals, even those who hold radical views, do not become involved in violent extremist activity.

5.   Pupils may become susceptible to radicalisation through a range of social, personal and environmental factors - it is known that violent extremists exploit vulnerabilities in individuals to drive a wedge between them and their families and communities. It is vital that school staff are able to recognise those vulnerabilities.

6.   Indicators of vulnerability include:

- Identity Crisis – the student / pupil is distanced from their cultural / religious heritage and experiences discomfort about their place in society;
- Personal Crisis – the student / pupil may be experiencing family tensions; a sense of isolation; and low self-esteem; they may have dissociated from their existing friendship group and become involved with a new and different group of friends; they may be searching for answers to questions about identity, faith and belonging;

- Personal Circumstances – migration; local community tensions; and events affecting the student / pupil's country or region of origin may contribute to a sense of grievance that is triggered by personal experience of racism or discrimination or aspects of Government policy;
- Unmet Aspirations – the student / pupil may have perceptions of injustice; a feeling of failure; rejection of civic life;
- Experiences of Criminality – which may include involvement with criminal groups, imprisonment, and poor resettlement / reintegration;
- Special Educational Need – students / pupils may experience difficulties

with social interaction, empathy with others, understanding the consequences of their actions and awareness of the motivations of others.

7.   However, this list is not exhaustive, nor does it mean that all young people experiencing the above are at risk of radicalisation for the purposes of violent extremism.

8.   More critical risk factors could include:

- Being in contact with extremist recruiters;
- Accessing violent extremist websites, especially those with a social networking element;
- Possessing or accessing violent extremist literature;
- Using extremist narratives and a global ideology to explain personal disadvantage;
- Justifying the use of violence to solve societal issues;
- Joining or seeking to join extremist organisations; and
- Significant changes to appearance and / or behaviour;
- Experiencing a high level of social isolation resulting in issues of identity crisis and / or personal crisis.