Ashurst Wood Primary School

**Tackling Extremism and Radicalisation Policy**



**The Little School with a Big Heart**

Ratified by Policy Committee September 2021

Review Date: Autumn Term 1 2023

**TACKLING EXTREMISM AND RADICALISATION POLICY**

**1 AIMS & PRINCIPLES**

This policy provides 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.

The main aims of this policy are:

* to ensure that staff are fully engaged in being vigilant about radicalisation, and that they overcome professional disbelief that such issues will happen here
* to ensure that we work alongside other professional bodies and agencies to ensure that our pupils are safe from harm.

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.

**2** **DEFINITIONS AND INDICATORS**

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.

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:

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.

**3 PROCEDURES FOR REFERRALS**

Although no incidents involving radicalisation have occurred at our school to date, 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.

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 practise.

The Headteacher and two other members of staff (Deputy DMS) are trained to manage Child Protection and Safeguarding matters and will deal swiftly with any referrals made by staff or with concerns reported by staff.

The Head Teacher will select the most appropriate course of action on a case-by-case basis and will decide when a referral to external agencies is needed.

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 and will be given the contact details to do this via the safeguarding board in the staffroom.

**4 GOVERNORS, LEADERS AND STAFF**

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 are available, all staff know the channels by which to make referrals.

Staff are 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 Headteacher and SLT will work in conjunction with external agencies to decide the best course of action to address concerns which arise.

Prejudicial behaviour can be a factor in radicalisation and extremism. Details of how we address this matter in school will be found in the Equality Policy.

**5 THE ROLE OF THE CURRICULUM**

We work to ensure 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.

Our PSHE provision, as outlined in our PHSE programme of study, is embedded across the curriculum. It guides aspects of collective worship and is reflected in 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.

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.

**6 STAFF TRAINING**

Through INSET opportunities in school, we 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.

**7 VISITORS AND THE USE OF SCHOOL PREMISES**

If any member of staff wishes to invite a visitor in the school, they should seek permission and approval from the SLT. Safeguarding checks will be carried out as necessary. Children are NEVER left unsupervised with external visitors, regardless of safeguarding check outcomes.

This policy will be reviewed every three years.