

Tackling Extremism & Radicalisation Policy



Introduction

Delph Side Community Primary school is fully committed to safeguarding and promoting the welfare of all pupils. All members of staff recognise that safeguarding against radicalisation and extremism is no different to safeguarding from any other form of harm.

Aims & Principles

- To provide a framework for how school will deal with issues/incidents relating to vulnerability, radicalisation and exposure to extremist views.
- To ensure that all governors, staff and volunteers have an understanding of what radicalisation & extremism are and that they fully engage in being vigilant.
- To ensure that all staff are aware of the process to follow if an issue arises.
- To ensure that parents/carers understand that the school has policies in place to ensure that pupils are safe from harm.

Links to Other Policies

This policy links with the following other policies;

- Safeguarding and Child Protection Policy
- Anti-Bullying Policy
- Cyber-Bullying Policy
- Online Safety Policy
- Religious Visitors Policy
- Behaviour Policy

The following National Guidelines should also be considered alongside this policy;

- PREVENT Strategy (HM Government)
- Keeping Children Safe in Education
- Working Together to Safeguard Children

Definitions

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

Extremism is the vocal or active opposition to our fundamental values, including democracy, the rule of law, individual liberty and the mutual respect and tolerance of different faiths and beliefs. We also regard calls for the death of members of our Armed forces as extremist.

Terrorism is defined as action designed to influence the government, intimidate the public. Its purpose is to advance a political, religious or ideological cause, that endangers or causes serious violence or harm to people, property, or seriously disrupts or interferes with an electronic system.

Indicators

At Delph Side we recognise that we have a key role to play in noticing whether any of our pupils begin behaving in a manner which implied something was troubling or upsetting them. We are aware that anyone can be vulnerable to radicalisation and extremism.

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Although there is no definitive list, some potential indicators of vulnerability include;

- Identity Crisis - Distance from cultural / religious heritage and uncomfortable with their place in the society around them;
- Personal Crisis - Family tensions; sense of isolation; adolescence; low self-esteem; disassociating from existing friendship group and becoming involved with a new and different group 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; alienation from British values; having a sense of grievance that is triggered by personal experience of racism or 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.

Some potential indicators that a child is being radicalised include;

- Use of inappropriate language;
- Possession or accessing violent extremist literature;
- Behavioural changes;
- The expression of extremist views;
- Advocating violent actions and means;
- Association with known extremists;
- Articulating support for violent extremist causes or leaders;
- Using extremist views to explain personal disadvantage;
- Joining or seeking to join extremist organisations;
- Seeking to recruit others to an extremist ideology.

Roles, Responsibilities & Staff Training

It is the responsibility of all staff, governors and volunteers to spot threats, risks and vulnerabilities which may be linked to radicalisation.

At Delph Side the Prevent Lead is Heather Hains and the Prevent Link Governor is Thomas Hedderick. The Prevent Lead & Governor will work alongside other DSLs in school to ensure all concerns follow the correct referral process (please see below.)

The Prevent Lead ensures that all staff complete Prevent training annually. In the meantime, ongoing updates of the threats, risks and vulnerabilities are given during weekly Safeguarding briefings as and when they are needed. All staff in school also attend annual Safeguarding training and DSLs attend additional safeguarding training every two years.

The Referral Process

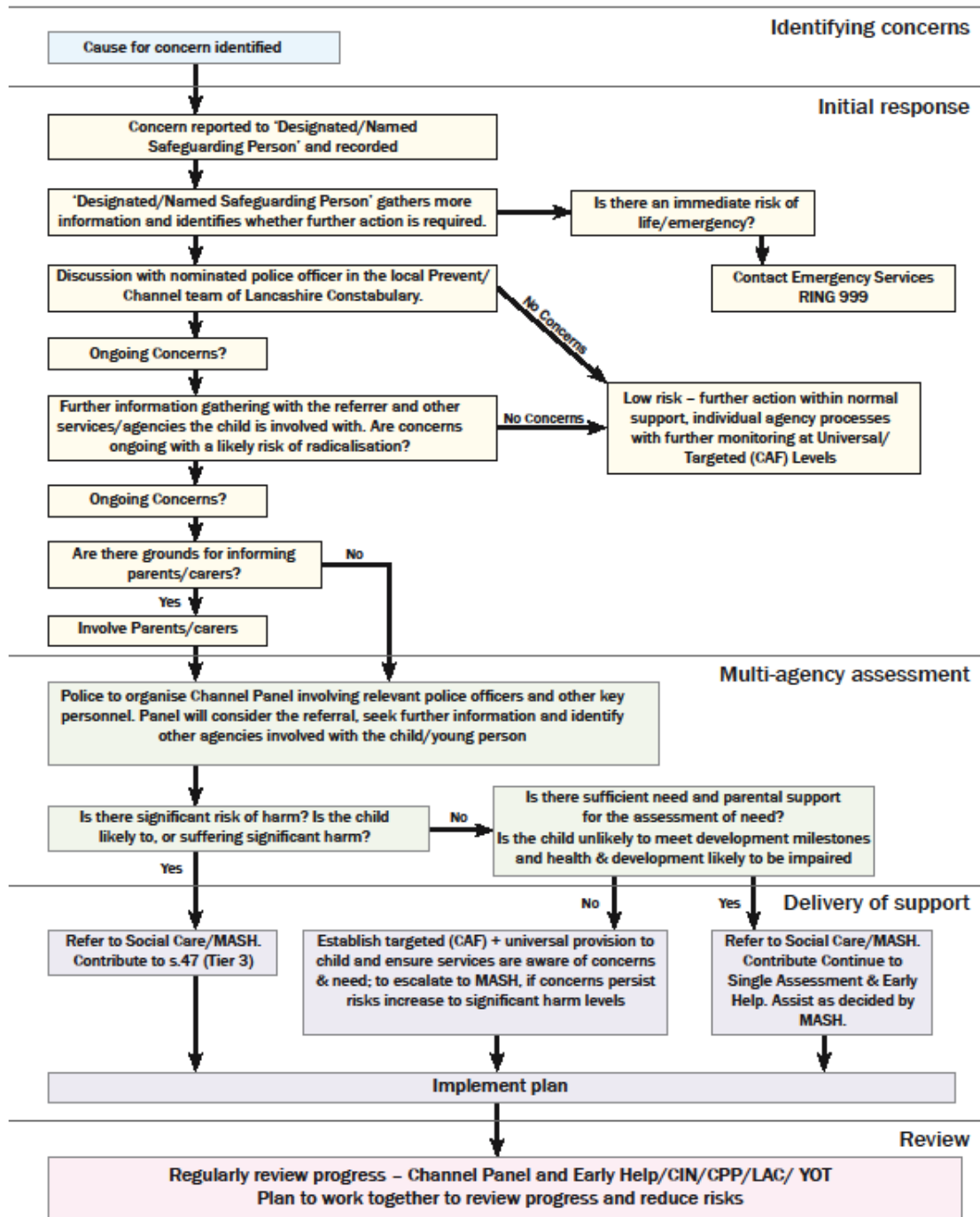
The risk of radicalisation is the product of a number of factors and identifying this risk requires that staff exercise their professional judgement, seeking further advice as necessary. It may be combined with other vulnerabilities or may be the only risk identified.

The diagram below shows the Channel Referral Process which will be followed by school:

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Diagram 2:
Channel Referral Process



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Key Contact Details:

All Prevent referrals: concern@lancashire.police.uk

For support & advice, we can contact the Lancashire Prevent team on:
01254 585260, prevent.team@blackburn.gov.uk <https://www.ipreventblackburn.org.uk>

Chanel advice & guidance:
prevent.team@blackburn.gov.uk

Lancashire Police Prevent Team:
01772 413398 or, if urgent, 999.

Curriculum & Teaching Approaches

Our curriculum at Delph Side promotes respect, tolerance and diversity. The fundamental British Values are at the heart of our Curriculum in order to ensure that our pupils become successful learners ready to face the challenges of life in modern Britain. All class teachers strongly encourage discussion and debate within their classrooms. We do not shy away from controversial issues; we hold 'Picture News' class assemblies to inform our children equipping them with a safe space to discuss things that concern them. We teach critical thinking skills and encourage children to question the validity of sources they use throughout the curriculum. We ensure that our pupils know they have a voice and they will be listened to. We teach them to appreciate that others may have differing beliefs and views to themselves and that this is ok. Throughout all that we do, we aim to build our children's resilience, confidence and self-belief.

All pupils access weekly PSHE (Jigsaw) and RE sessions, these are continuously embedded within the ethos of our school. During RE lessons, children learn to respect and tolerate difference. Children also have the experience to meet different religious visitors and visit places of worship (e.g. Y5 go on a trip to a Mosque & Y4 visit a Cathedral.) Every half term children take part in Online Safety lessons. They are taught how to stay safe on the internet and they understand to seek help from a trusted adult if they have any problems online.