



Tackling Extremism and Radicalisation

Lead Person: Karon Wilson

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Signatures:

Chair of Governors

Executive Headteacher



Our Joint Christian Values for the Federation

For the Federation process we have drawn on the story of the Road to Emmaus (Luke 24: 13-35). In this story, two disciples are journeying together talking about recent events. Someone, they later recognise to be Jesus, joins them and joins in the conversation reshaping what they know. When they eventually recognise who it is, the risen Jesus disappears; they return transformed to tell their story.

This story reflects the journey that the two schools have been walking together in recent times and how, through the process of Federation, the journey ahead will be one of transformation and growth.

Three values from this story are central to the Federation process for our two schools:

- Recognition - what are we seeing
- Communication - what are we saying
- Transformation - how can we change and grow

These three values will underpin the process towards Federation and the continued working together of the two schools.

Our Key Principles are:

- All children deserve the best opportunity to succeed and develop as a whole child
- We are committed to ensuring the wellbeing of all children and staff and providing an environment where each child is nurtured
- Children will grow and develop in a Christian setting, developing their individual spirituality
- We will celebrate the diversity and uniqueness of each individual's skills and abilities
- To ensure the highest standards and best possible educational experience for all our children
- Providing a learning climate and culture that is fun and full of challenge, promoting independence, resilience, engagement and high aspirations
- Passionate and effective leadership, supported by great teaching is the key to the continuous drive in raising standards to be the best we can be
- Continuous professional development is a vital part of improving our school and we believe the most effective form of this is learned from the sharing of good practice and working in partnership with others, both in school and with other schools

Both schools have Christian Foundations and Values that underpin everything we do and every policy is written with these in mind:

Minster Christian Foundations	Monkton Christian Values
Creation	Trust
Justice	Friendship
Love	Compassion
Forgiveness	Forgiveness
Peace	Justice

The Tackling Extremism and Radicalisation Policy will be reviewed on a three-year cycle as part of the overall Child Protection and Safeguarding policy review at that time.

This policy will be ratified by the full Board of Governors.

1. POLICY STATEMENT

The Federation of Minster and Monkton Church of England Primary Schools 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 Tackling Extremism and Radicalisation Policy links to the following

- Child Protection Policy
- Safer Recruitment
- Equalities Policy
- Anti-bullying Policy
- Behaviour Policy
- Online Safety Policy
- Staff Code of Conduct

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

- PREVENT Strategy HM Government
- Keeping Children Safe in Education September 2019
- Guidance for safer working practice for those working with children and young people in education settings

3. AIMS AND PRINCIPLES

3.1 The 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 understand what radicalisation and extremism is 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 children 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 children will know that the Federation has policies in place to keep them safe from harm and that it regularly reviews its systems to ensure they are appropriate and effective.

3.3 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 students are safe from harm.

4. DEFINITIONS AND INDICATORS

4.1 Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism (DfE guidance 2016)

4.2 Extremism 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 (DfE guidance 2016)

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:
 - Physical or verbal assault or provocative behaviour or damage to property or 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.
- Disclosures by pupils of their exposure to the extremist actions, views or materials of others outside of school, such as in their homes or community groups, especially where children have not actively sought these out
- Graffiti symbols, writing or art work promoting extremist messages or images
- Pupils accessing extremist material online, including through social networking sites
- Parental reports of changes in behaviour, friendship or actions and requests for assistance
- Partner schools, local authority services, and police reports of issues affecting pupils in other schools or settings, pupils voicing opinions drawn from extremist ideologies and narratives
- Use of extremist or 'hate' terms to exclude others or incite violence
- Intolerance of difference, whether secular or religious or, in line with our equalities policy, views based on, but not exclusive to, gender, disability, homophobia, race, colour or culture
- Attempts to impose extremist views or practices on others
- Anti-Western or Anti-British views

Our schools will closely follow any locally agreed procedure as set out by the Local Authority and/or our Safeguarding Children Board's agreed processes and criteria for safeguarding individuals vulnerable to extremism and radicalisation.

(See appendix 1 - Dealing with referrals).

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.

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 practise.

5.3 The Senior Leadership Team (SLT) across the Federation and Senior Teacher at Monkton are all trained as Designated Senior Leaders (DSL) for Child Protection and

Safeguarding and will deal swiftly with any referrals made by staff or with concerns reported by staff. They will also attend PREVENT Training.

5.4 The Executive Head teacher/Head of School and DSLs 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.

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.

(See appendix 1 - Dealing with referrals)

6. GOVERNORS, LEADERS AND STAFF

6.1 The Executive Head Teacher/The Heads of Schools and the DSLs are the leaders for referrals relating to extremism and radicalisation. In the unlikely event that no DSL members and the SLT are not available, all staff know the channels by which to make referrals. *(See appendix 1 - Dealing with referrals)*

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 groups of pupils whom they consider to be vulnerable to radicalisation or extremist views.

6.3 The DSL will work in conjunction with the SLT, those involved with pastoral care in school and 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, the Federation has procedures for dealing with prejudicial behaviour, as outlined in the Behaviour Policy and Equality Policies.

7. THE ROLE OF THE CURRICULUM

7.1 Our curriculum is "broad and balanced". It promotes respect, tolerance and diversity. Pupils 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 PSHE provision is embedded across the curriculum. It directs our Collective Worship and Circle Times and underpins the ethos of the school. It is recognised that pupils with low aspirations are more vulnerable to radicalisation and therefore we strive to equip our children with confidence, self-belief, respect and tolerance as well as setting high standards and expectations for themselves.

7.3 Pupils 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. We will all strive to eradicate the myths and assumptions that can lead to some young people becoming alienated and disempowered, especially where the narrow approaches pupils may experience elsewhere may make it harder for them to challenge or question these radical influences. In our school this will be achieved by good teaching, primarily via PSHE and Online Safety. We will ensure that all of our teaching approaches help our children to build resilience to extremism and give pupils a positive sense of identity through the development of critical thinking skill. We will ensure that all of our staff are equipped to recognise extremism and are skilled and confident enough to challenge it. We will be flexible enough to adapt our teaching approaches, as appropriate, so as to address specific issues so as to become even more relevant to the current issues of extremism and radicalisation. Therefore, this approach will be embedded within the ethos of our school so that pupils know and understand what safe and acceptable behaviour is in the context of extremism and radicalisation. This will work in conjunction with our schools' approach to the spiritual, moral, social and cultural development of pupils as defined in the SIAMS/Ofsted's School Inspection Handbook and will include the sound use of Collective Worship, PSHE and RE to help further promote this rounded development of our pupils. Our goal is to build mutual respect and understanding and to promote the use of dialogue not violence as a form of conflict resolution. We will achieve this by using a curriculum that includes:

- Character Education
- Open discussion and debate
- Work on anti-violence and a restorative approach addressed throughout curriculum
- Focussed educational programmes

We will also work with local partners, families and communities in our efforts to ensure our schools understand and embrace our local context and values in challenging extremist views and to assist in the broadening of our children's experiences and horizons. We will help support pupils who may be vulnerable to such influences as part of our wider safeguarding responsibilities and where we believe a child is being directly affected by extremist materials or influences we will ensure that, that student is offered mentoring. Additionally, in such instances our schools will seek external support from the Local Authority and/or local partnership structures working to prevent extremism. At our schools we will promote the values of democracy, the rule of law, individual liberty, mutual respect and tolerance for those with different faiths and beliefs. We will teach and encourage pupils to respect one another and to respect and tolerate difference, especially those of a different faith or no faith. It is indeed our most fundamental responsibility to keep our pupils safe and prepare them for life in modern multi-cultural Britain and globally.

7.4 Use of External Agencies and Speakers

We encourage the use of external agencies or speakers to enrich the experiences of our pupils; however, we will positively vet those external agencies, individuals or speakers who

we engage to provide such learning opportunities or experiences for our children. Such vetting is to ensure that we do not unwittingly use agencies that contradict each other with their messages or that are inconsistent with, or are in complete opposition to, the school's values and ethos. We must be aware that in some instances the work of external agencies may not directly be connected with the rest of the school curriculum so we need to ensure that this work is of benefit to all pupils. Our school will therefore assess the suitability and effectiveness of input from external agencies or individuals to ensure that:

- Any messages communicated to pupils are consistent with the ethos of the school and do not marginalise any communities, groups or individuals
- Any messages do not seek to glorify criminal activity or violent extremism or seek to radicalise students through extreme or narrow views of faith, religion or culture or other ideologies
- Activities are properly embedded in the curriculum and clearly mapped to schemes of work to avoid contradictory messages or duplication
- Activities are matched to the needs of the pupils
- Activities are carefully evaluated by the schools to ensure that they are effective. We recognise, however, that the ethos of our Federation of schools is to encourage pupils to understand opposing views and ideologies, appropriate to their age, understanding and abilities, and to be able to actively engage with them in informed debate and we may use external agencies or speakers to facilitate and support this.

By delivering a broad and balanced curriculum, augmented by the use of external sources where appropriate, we will strive to ensure our pupils recognise risk and build resilience to manage any such risk themselves where appropriate to their age and ability but also to help them develop the critical thinking skills needed to engage in informed debate.

7.5 Recruitment

The arrangements for recruiting all staff, permanent and volunteers, to our school will follow LA guidance for safer recruitment best practice in education settings, including, but not limited to, ensuring that DBS checks are always made at the appropriate level, that references are always received and checked and that we complete and maintain a single central record of such vetting checks. We will apply safer recruitment best practice principles and sound employment practice in general and in doing so will deny opportunities for inappropriate recruitment or advancement. We will be alert to the possibility that persons may seek to gain positions within our school so as to unduly influence our schools' character and ethos. We are aware that such persons seek to limit the opportunities for our pupils thereby rendering them vulnerable to extremist views and radicalisation as a consequence. Therefore, by adhering to safer recruitment best practice techniques and by ensuring that there is an on-going culture of vigilance within our school and staff team we will minimise the opportunities for extremist views to prevail.

8. STAFF TRAINING

8.1 Through developing CPD 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 Federation to ensure that our pupils are resilient and able to resist involvement in radical or extreme activities.

9. VISITORS AND THE USE OF SCHOOL PREMISES

9.1 When any member of staff wishes to invite a visitor into the school, the Head of School must be informed. They will be subject to Safeguarding Checks including DBS checks if this is a regulated activity and photo identification will be required. Pupils are NEVER left wholly 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. ADDITIONAL MATERIALS

10.1 See Appendix 2 for further reading.

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 antisocial 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 EH/HoS/DSL's
- All incidents will be fully investigated and recorded in line with the Behaviour/Equalities Policy, 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 to the LA. A note of this meeting is kept alongside the initial referral in the Safeguarding folder for the child concerned.
- The DSL's follow-up and 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
- If deemed necessary, incidents will be discussed and referred KCC Safeguarding Team

Appendix 2

Additional materials (available on KLZ/Safeguarding or by searching online)

- The Prevent Strategy, GOV.UK - Home Office
- Keeping Children Safe in Education (2014)
- Working Together to Safeguard Children HM Gov 2013
- Learning Together to be Safe: a toolkit to help schools contribute to the prevention of violent extremism was published in 2008 by the Department for Children, Schools and Families (DCSF), a predecessor of the Department for Education
- KCC Safeguarding Children and Child Protection - induction leaflet
- Guidance for Safer Working Practice for Adults who work with Children and Young People (2009)
- Child Care Act 2006