



Northbrook Primary School Preventing Extremism and Anti-Radicalisation Policy



Adopted by Governors/HT
Last Review Date: March 2018
Next review :
Person Responsible :

NORTHBROOK PRIMARY SCHOOL

PREVENTING EXTREMISM & ANTI-RADICALISATION POLICY

Navigating Pathways to Success

This policy draws upon the guidance contained in DfE Guidance "Keeping Pupils Safe in Education 2015, Working Together to Safeguard Children 2015, Prevent Duty 2011, Counter Terrorism and Security Act 2015, Peter Clark's Report of 2014 and Promoting British Values November 2014.

What is the Policy for?

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.

Northbrook Primary School values freedom of speech and the expression of beliefs / ideology as fundamental rights underpinning our society's values. Both pupils 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. Northbrook Primary School is clear that this exploitation and radicalisation should be viewed as a safeguarding concern.

Northbrook Primary School is fully committed to safeguarding and promoting the welfare of all its pupils. As a school, we recognise that safeguarding against radicalisation is no different from safeguarding against any other vulnerability. All staff are expected to uphold and promote the fundamental principles of British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs.

We believe that children should be given the opportunity to explore diversity and

understand Britain as a multi-cultural society; everyone should be treated with respect whatever their race, gender, sexuality, religious belief, special need, or disability.

We seek 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.

As part of our commitment to safeguarding and child protection we fully support the government's Prevent Strategy.

Who is the Policy for?

The policy applies to all Northbrook Primary School staff governors.

Policy Standards General Principles

This policy is intended to provide a framework for dealing with issues relating to vulnerability, radicalisation and exposure to extreme views. 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.

The main objectives are:-

- All governors, teachers, teaching assistants and non-teaching staff will have an understanding of what radicalisation 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 anti-radicalisation and will follow the policy when issues arise.
- All parents and pupils/students 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.

Definitions

Radicalisation refers to the process by which a person comes to adopt increasingly extreme political, social or religious ideals and aspirations to support forms of terrorism.

Fundamental British values – are a set of expected standards by which people resident in the United Kingdom must live.

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

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."

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.

Safeguarding from extremism

We protect the right to freedom of expression. This policy is not intended or designed to restrict or prevent legitimate and lawful congregation or debate.

We have a dedicated anti-terrorism safeguarding officer/ Designated Safeguarding Lead (DSL)/ Single Point of Contact (SPOC) who will be informed with any incidents of extremism and or terrorism within our school community.

As is our responsibility under law, we will do our utmost to safeguard our pupils from being drawn into extremism and terrorism.

We have strong relationships with our local safeguarding children board (LSCB) and local police and will not hesitate to involve them at the earliest opportunity if safeguarding issues arise.

We encourage any pupil, parent, staff member or member of the wider school community to let our anti-terrorism safeguarding officer know if they have concerns about:

- Pupils becoming radicalised
- Groups, clubs or societies with extremist or radical views
- Friends and/or families of pupils becoming radicalised or involved in extremism
- Pupils planning to visit known areas of conflict
- Members of the school and wider community attempting to draw young and/or

vulnerable pupils into extremism

Visitors and speakers coming into the school will be vetted prior to them having access to pupils, and all materials handed out to pupils will be checked by an appropriate adult.

'Channel' and 'Prevent'

'Channel' – a key element of the Home Office's 'Prevent' strategy, is a multi-agency approach to provide support to individuals who are at risk of being drawn into terrorist related activity. It aims to establish an effective multi-agency referral and intervention process to identify vulnerable individuals; safeguard individuals who might be vulnerable to being radicalised, so that they are not at risk of being drawn into terrorist-related activity; and provide early intervention to protect and divert people away from the risks they face and reduce vulnerability.

As a school we will work with the local authority, local law enforcement, and religious and community leaders, to identify children vulnerable to radicalisation and to stamp out extremism if it arises.

This includes identifying pupils:

- Displaying feelings of grievance and injustice;
- Feeling under threat ;
- Searching for identity, meaning and belonging;
- Who have a desire for status amongst their peers;
- Who have a desire for excitement and adventure;
- Displaying a need to dominate and control others;
- Who have a susceptibility to indoctrination;
- Displaying a radical desire for political or moral change;
- Who are susceptible to opportunistic involvement;
- Who have family or friends involved in extremism;
- Susceptible to being influenced or controlled by a group;
- With relevant mental health issues.

Preventing radicalisation

We will always take allegations and concerns of radicalisation and/or terrorism seriously.

We will help pupils channel their desire for excitement and adventure into suitable and healthy activities.

Extremist propaganda is widely available online. The messages of extremists and fundamentalists will never be allowed to drown out the voices of moderate majority.

We work with local religious and cultural organisations to instill a strong sense of identity in our pupils, as well as a clear place and purpose within the school.

We monitor all internet activity that takes place on site and establish appropriate filters to protect children from terrorist and extremist material online.

Our school has an open, multi-faith and multi-racial community. We will always aim to integrate and engage every child within the school community, and in the wider community.

We will celebrate a range of different religious and cultural festivals across the year giving every child the opportunity to take part.

We will monitor and access incidents which suggest pupils are engaging, or are at risk of engaging in extremist activity and/or radicalisation.

Where a pupil has been identified as at risk of radicalisation, our school will take action proportionate to the incident/risk.

Community Links

We will include discussion about extremism and terrorism in our Governing Body meetings.

We will operate an open door policy for community members to report concerns.

We will open our doors to the community for festivals, religious and other events.

We will select a range of charities to support across the year which represent our school community, including local community groups.

Indicators

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.

There are a number of behaviours which may indicate a child / young person is at risk of being radicalised or exposed to extreme views. These include:

- Identity Crisis – the pupil is distanced from their cultural / religious heritage and experiences discomfort about their place in society;
- Personal Crisis – the pupil may be experiencing family tensions; a sense of isolation; and low self-esteem; they may have dissociated from their existing friendship group and activities not associated with the extremist ideology, group

or cause 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 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 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 –pupils may experience difficulties with social interaction, empathy with others, understanding the consequences of their actions and awareness of the motivations of others.

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.

More critical risk factors could include:

- Being in contact with extremist recruiters;
- Joining or seeking to join extremist organisations;
- Spending increasing time in the company of other suspected extremists;
- Significant changes to their style of dress or personal appearance to accord with the group;
- Day-to-day behaviour becoming more centered on an extremist ideology, group or cause;
- Experiencing a high level of social isolation resulting in issues of identity crisis and / or personal crisis.
- Accessing violent extremist websites, especially those with a social networking element;
- Possession of materials or symbols associated with an extremist cause;
- Using extremist narratives and a global ideology to explain personal disadvantage;
- Attempts to recruit others to the group/cause;
- Communications with others that suggests identification with a group, cause or ideology;
- Using insulting derogatory names for another group;
- Justifying the use of violence to solve societal issues;
- 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

Version 1

supporting violence towards others.

Procedure for referrals

- Concerns that a pupil may be at risk of radicalisation or involvement in terrorism should always be referred to the Designated Safeguarding Lead (DSL)/ Single Point of Contact (SPOC) or in their absence to their deputy.
- 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 groups. We must have the confidence to challenge, the confidence to intervene and ensure that we have strong safeguarding practices.
- The DSL will deal swiftly with any referrals made by staff or with concerns reported by staff.
- All referrals will need to be in writing, however in the first instance they may be verbally shared with the DSL. Referrals will be logged.
- The Head Teacher and the DSL /deputy DSL 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 A – Preventing Extremism flowchart.)
- 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.

The role of the curriculum

The Ofsted expectation is that from early years right through to post-16, schools will be actively preparing pupils/students for life in modern Britain and will show vigilance in identifying any signs that British Values are being undermined.

The behaviour and safety aspects of the Ofsted Framework require schools to be alert to specific cultural practices which are unlawful in Britain, such as Forced Marriage and Female Genital Mutilation. There is also a clear message that schools must increase their efforts to tackle discriminatory and derogatory language, particularly in relation to that which is homophobic, bi-phobic or transphobic in nature.

Our school's curriculum 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. SMSC is delivered across the curriculum, it is supported by assemblies and underpins the school's ethos. It is recognised that pupils 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. Pupils are

regularly taught about how to stay safe when using the Internet.

Risk reduction

The school governors, the Head Teacher and the DSL will assess the level of risk within the school and put actions in place to reduce that risk. Risk assessment may include consideration of the school's RE curriculum, SEND policy, assembly policy, the use of school premises by external agencies, integration of pupils by gender and SEN, anti-bullying policy and other issues specific to the school's profile, community and philosophy.

This risk assessment will be reviewed as part of the annual s175 return that is monitored by the local authority and the local safeguarding children board.

Staff Training

In-house training on Safeguarding and Child Protection will be organised for staff and governors no less than every three years and will comply with the prevailing arrangements agreed by the Local Authority and the Safeguarding Children Board and will, in part, include training on extremism and radicalisation and its safeguarding implications. Through the provision of CPD opportunities in our 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/young people are resilient and able to resist involvement in radical or extreme activities.

The DSL will attend training courses as necessary and the appropriate inter-agency training organised by the Safeguarding Children Board no less than every two years. Again this will include training on extremism and radicalisation and its safeguarding implications.

Roles and Responsibilities

- Northbrook has a DSL for Child Protection, who works in line with the responsibilities as set out at Annex B of the DfE Guidance 'Keeping Children Safe in Education'. This person is also the Single Point of Contact (SPOC).
- The DSL is the focus person and local 'expert' for school staff, and others, who may have concerns about an individual child's safety or well-being and is the first point of contact for external agencies.
- The DSL is responsible for:-
- Ensuring that school staff are aware that they are the SPOC in relation to protecting students/pupils from radicalisation and involvement in terrorism;
- Raising awareness within school about safeguarding processes relating to protecting pupils/students from radicalisation and involvement in terrorism;

Version 1

14/2/2018

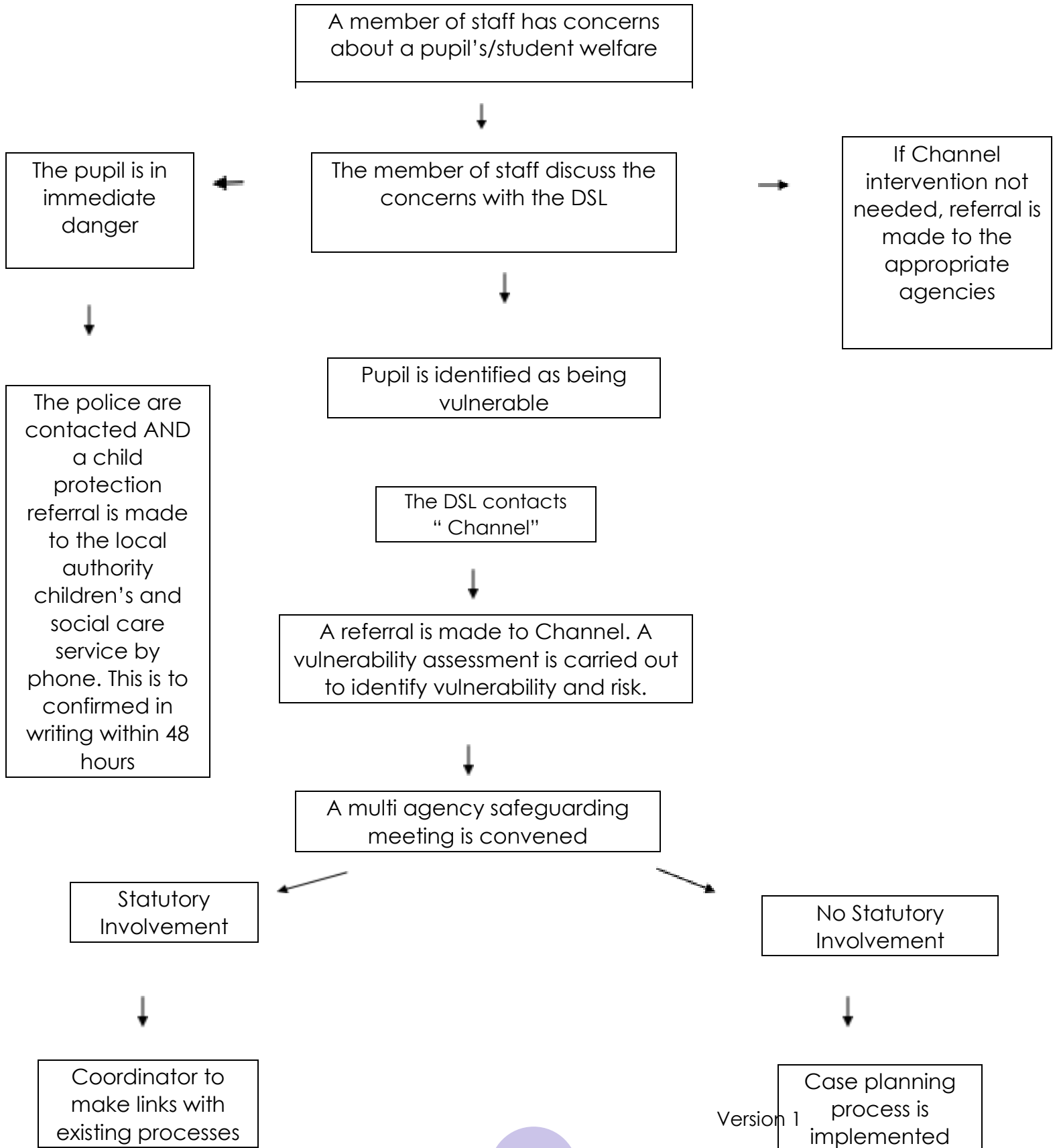
- Raising awareness within school about the roles and responsibilities within the school in relation to protecting pupils from radicalisation and involvement in terrorism;
- Acting as the first point of contact within school for case discussions relating to pupils who may be at risk of radicalisation and involvement in terrorism; Maintaining and applying a good understanding of the relevant guidance in relation to preventing pupils from becoming involved in terrorism, and protecting them from radicalisation by those who support terrorism or forms of extremism which lead to terrorism;
- Monitoring the effect in practice of the school's RE curriculum and assembly policy to ensure that they are used to promote community cohesion and tolerance of different faiths and beliefs;
- Collating the relevant information in relation to referrals of vulnerable pupils;
- Attending Channel meetings as necessary and carrying out any actions as agreed;
- Sharing any relevant additional information in a timely and professional manner. In line with the Education Commissioner, Peter Clarke's report (2014), the role of the DSL will be extended, at the appropriate time, to include the responsibilities of the PREVENT strand of the Government's counterterrorism strategy

Further Information

Links to other Policies

- Child Protection And Safeguarding
- Anti Bullying Policy
- Equality Policy
- Whistle blowing
- Managing Allegations against staff/volunteers

APPENDIX A Preventing Extremism Flowchart



RESOURCES

Channel Wrap Working Together to Counter Terrorism

http://course.ncalt.com/Channel_General_Awareness/01/index.html

Channel Duty Guidance

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/425189/Channel_Duty_Guidance_April_2015.pdf

Educate Against Hate

https://educateagainsthate.com/teachers/?gclid=Cj0KCQiA2Y_UBRCGARIsALglqQ171yH0Ub3jqrVP9mqR_mcqZBKJU3NayDbuYHulixAfWj58K2MsOOYaaAo43EALw_wcB

The Prevent Duty

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/439598/prevent-duty-departmental-advice-v6.pdf

The Prevent Duty Guidance

<https://www.gov.uk/government/publications/prevent-duty-guidance>

<https://www.elearning.prevent.homeoffice.gov.uk>