

Tackling Extremism & Radicalisation Policy

Schools should be safe spaces in which children and young people can understand and discuss sensitive topics, including terrorism and the extremist ideas that are part of terrorist ideology, and learn how to challenge these ideas.

Revised Prevent Duty Guidance (2019 Update)

1. POLICY STATEMENT

St Michael's CE(A) First 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

St Michael's CE(A) First School Tackling Extremism and Radicalisation Policy links to the following School policies:

- Safeguarding
- Anti-bullying Policy
- Behaviour Policy
- E-Safety Policy
- Peer on Peer Abuse

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

- PREVENT Strategy HM Government
- Keeping Children Safe in Education DfE 2021
- Working Together to Safeguard Children HM Government 2018

3. AIMS AND PRINCIPLES

3.1 St Michael's CE(A) First 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 Christian 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.

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 pupils are safe from harm.

4 . DEFINITIONS 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:
 - 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

5. PROCEDURES FOR REFERRALS

- 5.1 Although serious incidents involving radicalisation have not occurred at St Michael's CE(A) First 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 making a referral through the appropriate channels. (See appendix 1)
- 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 Designated Senior Leaders for Child Protection and Safeguarding and will deal swiftly with any referrals made by staff or with concerns reported by staff.
- 5.4 The SPOC (Single Point of Contact) 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 via First Response.

6. GOVERNORS, LEADERS AND STAFF

- 6.1 The Head Teacher and all members of the Senior Leadership Team (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 any safeguarding 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 children whom they consider to be vulnerable to radicalisation or extremist views.
- 6.3 The SLT will work in conjunction 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, St Michael's CE(A) First School has updated procedures for dealing with prejudicial behaviour, as outlined in the Behaviour Policy, Peer on Peer Abuse policy and Anti Bullying Policy.
- 6.5 The Governors, Leaders and Staff of our church school are committed to promoting the school's core Christian values in addition to British Values.

7. THE ROLE OF THE CURRICULUM

- 7.1 Our curriculum is broad and balanced. It promotes respect, tolerance and diversity and as a distinctively Christian school, our core values of kindness and respect promote inclusivity and equal opportunity. 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 Personal Social Health and Emotional (PSHE) provision is embedded across the curriculum and more specific and sensitive topics are explored through P4C sessions. Our Christian values drive the whole school and class worship themes.
- 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. They are taught to seek adult help if they are upset or concerned about anything they read or see on the internet.

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.
- 8.2 As part of new staff induction, the radicalisation policy and PREVENT notice (Appendix 3) will be made available to staff.
- 8.3 Governors who have not attended PREVENT training will also receive this information

9. VISITORS AND THE USE OF SCHOOL PREMISES

- 9.1 Upon arriving at the school, all visitors including contractors, will read the child protection and safeguarding guidance and be made aware of who the Designated Officers are and how to report any concerns.
- 9.2 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 or the school's Christian ethos, the school will contact the police and/or terminate the contract.

10. ADDITIONAL MATERIALS

10.1 See Appendix 2 for further reading

11. POLICY REVIEW

11.1 The St Michael's First School Tackling Extremism and Radicalisation Policy will be reviewed annually as part of the overall Child Protection and Safeguarding policy review.

This policy was first adopted by Governors in January 2019, reviewed in Jan 2020, Jan 2022 and was presented for readoption on 11th January 2022.

Signed Chair of Governors Date:

Review date : January 2023

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 SLT or the Head Teacher.
- All incidents will be fully investigated and recorded in line with the Safeguarding, Anti Bullying, Peer on Peer abuse and 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.
- If deemed necessary, serious incidents will be discussed and referred to Staffordshire Children's Social Care Services: First Response Service in Multi Agency Safeguarding Hub **0300 111 8007**. Email www.staffordshire.gov.uk/reportconcern

Appendix 2 - Additional materials (Available in the Headteacher's office, on school website or by searching online)

- The Prevent Strategy, GOV.UK - Home Office
- Keeping Children Safe in Education DfE 2019
- Working Together to Safeguard Children HM Gov 2018
- 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
- Revised Prevent Duty Guidance (2019 Update)
- Counter Terrorism and Security Act 2015

APPENDIX 3:

Look for the signs

1. **Emotional Change** - withdrawn behaviour, quieter than usual, some similar symptoms to clinical depression
2. **Physical Appearance**- Clothing changes, becoming more devout
3. **Verbal Clues**- marked change in topics, reference to political agendas including foreign policy

NOTICE, CHECK and SHARE

If you notice any of the above, check with a colleague- have they noticed the same? If so, share it with the SPOC.

Referral should be made through the MASH team but anyone who is not sure of procedures should not hesitate to speak with Helen Marshall, Community Safety Officer.

01902 696257

Remember: Often these individuals are waiting for an opportunity to talk to someone. Don't forget to ask 'Is everything ok?'