



---

## STAMFORD ST GILBERT'S CHURCH OF ENGLAND PRIMARY SCHOOL

---

### TACKLING EXTREMISM AND RADICALISATION POLICY

**2020.2021**

Document Control	
Committee:	Full Board of Governors
Approved By Trustees On:	September 2020
Review Cycle:	Annual
Date of Next Review:	September 2021

## **1. POLICY STATEMENT**

St Gilberts CE Primary 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**

The St Gilberts CE Primary School Tackling Extremism and Radicalisation Policy links to the following St Gilberts CE Primary School policies:

- Child Protection and Safeguarding
- Equality and Diversity Policy
- Anti-bullying Policy
- Behaviour Management Policy
- E-Safety Policy.
- Staff Code of Conduct
- Acceptable User policy

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

- PREVENT Strategy HM Government 2011
- Keeping Children Safe in Education DfE 2018
- Working Together to Safeguard Children HM Government 2018 .
- Prevent Duty guidance as part of the Counter Terrorism and Security Act 2015
- Latest OFSTED guidance

## **3. AIMS AND PRINCIPLES**

3.1 The St Gilberts CE Primary 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 ethos underpins our actions.

At our school we will promote the British 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.

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 parents, pupils and also 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 in the 2011 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. The definition of extremism also includes calls for the death of members of the British armed forces, whether in this country or overseas.

4.3 Radicalisation is a form of grooming and therefore abuse. In addition to the close monitoring of all pupils, those who are already vulnerable will be additionally monitored.

4.4 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.
- Self-segregation.
- 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 or 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
- 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 pupils 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
- 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
- Pupils voicing opinions from extremist ideologies and narratives

Our school will closely follow any locally agreed procedure as set out by the Local Authority and Lincolnshire Safeguarding Children Board's agreed processes and criteria for safeguarding individuals vulnerable to extremism and radicalisation. In the event of concerns about a person becoming radicalised a referral will be made into the Local Channel Process. Channel is designed to identify individuals, assess the risk they pose and formulate/ complete an early intervention strategy to reduce that risk.

## **5. PROCEDURES FOR REFERRALS**

5.1 Although serious incidents involving radicalisation have not occurred at St Gilberts CE Primary 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. (See appendix 1 – Dealing with referrals)

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 Two members of the Senior Leadership Team (SLT) Miss F Dicker and Mrs K Standen are trained as Designated Senior Leaders 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 Head Teacher and SLT 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 and will be given the contact details to do this via the safeguarding board in the staffroom.

## **6. GOVERNORS, LEADERS AND STAFF**

6.1 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 and the Head Teacher are not available, all staff know the channels by which to make referrals via the safeguarding board in the staffroom. The named Governor for PREVENT is Dr U Wilson and termly reports will be made to them who in turn will report to the Board of Governors.

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. Any allegations against staff will be reported to the LADO Anne Faulkner 01522 554674 or Ursula Morton 01522 554674

6.3 The SLT will work in conjunction with the Head Teacher, 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, St Gilberts CE Primary School has updated procedures for dealing with prejudicial behaviour, as outlined in the Positive Behaviour Policy and Equality Policy.

## **7. THE ROLE OF THE CURRICULUM**

7.1 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.

7.2 Our PSHE and RE provision is embedded across the curriculum. It directs our assemblies and underpins 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.

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.

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 children 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.

We will ensure that all of our teaching approaches help our pupils build resilience to extremism at a level appropriate to their age 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 they will become more relevant to the current issues of extremism and radicalisation. In doing so we will ensure we apply the ‘key ingredients’ for success such as:

- Making a connection with young people through good teaching design and a pupil-centred approach.
- Facilitating a ‘safe space’ for dialogue, and
- Equipping our pupils with the appropriate skills, knowledge, understanding and awareness for resilience.

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 Ofsted’s School Inspection Handbook and will include the sound use of assemblies 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:

- Citizenship/PSHE/SMSC/RE programmes

- Open discussion and debate

We will also work with local partners, families and communities in our efforts to ensure our school understands and embraces our local context and values in challenging extremist views and to assist in the broadening of our pupil'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 pupil is being directly affected by extremist materials or influences, we will ensure that that pupil is offered mentoring. Additionally in such instances our school will seek external support from the Local Authority and/or local partnership structures working to prevent extremism.

### **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 pupils. 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 pupils 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 pupils
- Activities are carefully evaluated by schools to ensure that they are effective

We recognise, however, that the ethos of our school 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 pupils develop the critical thinking skills needed to engage in informed debate.

### **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 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. It will also ensure they are clear as to their responsibilities as a staff member, know how to manage issues in a proportionate manner and also how to refer children for further help. (See Appendix 2- Staff training)

All staff will undertake e-learning which is planned to be equivalent to WRAP 2 via the LSCB website.

## **9. VISITORS AND THE USE OF SCHOOL PREMISES**

9.1 When any member of staff wishes to invite a visitor in the school, the Headteacher 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. Children are NEVER left unsupervised with external visitors, regardless of safeguarding check outcomes.

Upon arriving at the school, all visitors including contractors, will be made aware of child protection and safeguarding procedures 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 3 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 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 Positive Behaviour Policy and tackling extremism and radicalisation 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 the Early Help Co-ordinator. If through completing an Early Help Assessment with the child and family the school identifies or is concerned about radicalisation then a Channel Referral form will be completed. The school will also take advice from Lincolnshire Children's Services 01522 782 111. All referrals will be stored centrally in the Head Teacher's Office.
- Early intervention is vital and any concerns, no matter how small must be referred to **CHANNEL using the referral form or send an email to [channel@lincs.pnn.police.uk](mailto:channel@lincs.pnn.police.uk)**

CHANNEL is a key element of the Prevent strategy. It is a multi-agency approach to protect people at risk from radicalisation. Channel uses existing collaboration between local authorities, statutory partners, the police and the local community to:

- identify individuals at risk of being drawn into terrorism.
- assess the nature and extent of that risk; and
- develop the most appropriate support plan for the individuals concerned.
- Channel is about safeguarding children and adults from being drawn into committing terrorist-related activity.
- It is about early intervention to protect and divert people away from the risk they face before illegality occurs.
- **If you suspect a criminal offence has taken place or a child is at immediate harm you must contact the police on 101 or in an emergency 999.**
- Settings have a responsibility to communicate with the investigating team to ensure they have the latest information and are liaising with the appropriate agencies.
- In the event of a referral relating to serious concerns about potential radicalisation or extremism, the school will also contact the Lincolnshire Prevent team on [prevent@lincs.pnn.police.uk](mailto:prevent@lincs.pnn.police.uk). Concerns can also be raised on the Anti-Terrorist Hotline 0800 789 321.



<b>Appendix 2 - Staff Safeguarding Training Type of Training</b>	<b>Delivered by</b>	<b>Delivered to</b>	<b>When and at what frequency</b>
WRAP (Workshop to Raise Awareness of Prevent)	LSCB	All staff and governors	Repeated for all staff during first half of Autumn half term each academic year during safeguarding training or refreshers
Safer Recruitment Training	LSCB	SLT and governors	Refreshed on 3 year basis. Certificates held in school Safeguarding Folder
Safeguarding and Child Protection Training	LSCB	All SLT and designated governors for child protection	Refreshed on 2 – 3 year basis. Certificates held in school Safeguarding Folder
Looked After Children Training for DSLs	Looked After Children Education Service (LACES)	DSL for Looked After Children	Refreshed on 2 year basis. Certificates held in school Safeguarding Folder
Fire Safety Training	TBC	All staff, office staff, site management and dinner supervisors	Repeated for all staff during first half of Autumn half term each academic year

Appendix 3 - Additional materials (Available in Staffroom, on school website or by searching online)

- The Prevent Strategy, GOV.UK – Home Office
- Keeping Children Safe in Education DfE 2018
- 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.