



Straits Primary School

Preventing Extremism and Radicalisation Policy

Key staff

Designated Safeguarding Lead: Mr Paul Freear

Deputy Safeguarding Lead: Mr Dan Wade

Prevent Single Point of Contact (SPOC): Mr Paul Freear

Safeguarding Governor: Mr Lewis Bourne

Straits Primary School is committed to providing a secure environment for all its community, where all feel safe and are kept safe. All adults at Straits recognise that safeguarding is everyone's responsibility, irrespective of their role, and that safeguarding against radicalisation and extremism is no different to safeguarding against any other vulnerability in today's society.

This policy draws on the guidance contained in:

- Dudley Safeguarding Children Partnership procedures
- West Midlands Safeguarding Children Board procedures
- Tackling Extremism in the UK; Prime Minister's taskforce: December 2013
- Teaching approaches that help build up resilience to extremism amongst young people; DfE 2011
- Report into allegations concerning Birmingham schools arising from Trojan Horse letter; Peter Clarke; July 2014
- Promoting Fundamental British Values as part of SMSC in schools; November 2014
- OFSTED School Inspection handbook
- Prevent Duty guidance

By adhering to this policy, we comply with the following statutory duties:

- To safeguard the welfare of all children as set out in s175 and s157 of the Education Act 2002
- To contribute to the delivery of the outcomes for all children as set out in s10(2) of the Children's Act 2004
- To have due regard to the need to prevent people from being drawn into terrorism, as set out in s26 of the Counter Terrorism and Security Act 2015

Aims

This 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.

Our 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.

Definitions

1. **Extremism** - a vocal or active opposition to fundamental British values: democracy, the rule of law, individual liberty, mutual respect and tolerance of different faiths and religions.
2. **Radicalisation** - the process by which a person comes to support terrorism and forms of extremism leading to terrorism.
3. **Terrorism** - an action that endangers or causes serious violence, damage or disruption and is intended to influence the Government or to intimidate the public and is made with the intention of advancing apolitical, religious or ideological cause.

Straits Primary School recognises the Government's concern that the UK continues to face a threat from terrorists. Violent Extremism is defined by the Crown Prosecution Service (CPS) 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.*
- *Foster hatred which might lead to inter-community violence in the UK.'*

Our school is a safe place where differing views can be explored and debated. However, there is no room for extremist views of any kind and any such view will be immediately challenged. We acknowledge that not challenging such views is failing to protect our children. Any prejudiced or extremist views, including derogatory language displayed by adults or children will always be challenged and where appropriate dealt with in line with school discipline procedures. Although our risk assessment judges the risk of our community being involved in extremist or terrorist activity as low we remain alert and vigilant and do not have a *'it couldn't happen here'* view.

Signs of vulnerability

There is no such thing as a "typical extremist". Those who become involved in violent extremist actions come from a range of backgrounds and experiences. 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, i.e. to create a 'them' and 'us' mentality. It is vital that all school staff are able to recognise those vulnerabilities.

There are no known definitive indicators that a young person is vulnerable to radicalisation but there are a number of signs that together increase the risk. These might 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 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 – poverty, 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; is at risk of underachievement;
- 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;
- Being in possession or exposed to extremist literature or influences;
- Exposure to traumatic events or victim or witness to hate crimes.

Recognising extremism

As part of our wider safeguarding responsibilities to identify signs of abuse, we will be alert to early indicators of radicalisation or extremism, which may include:

- Showing sympathy for extremist causes.
- Glorifying violence, especially to other faiths or cultures.
- Making remarks or comments about being at extremist events or rallies outside school.
- Evidence of possession of illegal or extremist literature.
- Advocating messages similar to illegal organisations or other extremist groups.
- Out of character changes in dress, behaviour and peer relationships.
- Secretive behaviour.
- Online searches or sharing of extremist messages on social media.
- Intolerance of difference, including faith, culture, gender race or sexuality.
- Graffiti, artwork or writing that displays extremist themes.
- Attempts to impose extremist views on others.
- Verbalising extremist views.
- Advocating violence towards others.

Curriculum

By providing a broad and balanced curriculum delivered in a non-judgemental way, by promoting British values and by accepting and celebrating difference and diversity, we are able to ensure our children thrive, feel valued and are able to make a positive contribution to the school and wider community. We will include opportunities for pupils to build resilience to pressure and to develop the skills they need to recognise and stay safe from abuse and radicalisation. In particular:

- PSHE lessons will be used to teach children to understand and manage risks and protect themselves in general (protective behaviours).
- British values will be promoted through our ethos and values, school assemblies and our curriculum.
- Through citizenship and Religious Education.
- By encouraging critical and independent thinking through debate and challenging and open-ended questions.
- By participation in school and local events such as workshops.

Digital safety

The internet provides children with a wide range of content, some of which is harmful. Extremists use the internet, including social media, to share their messages. The filtering systems used in school are designed to filter out such content. Our children are taught to immediately report any inappropriate content that may seep through the system. The children will be taught how to stay safe online, both inside and outside school. They will be taught to understand the risks posed by adults and other young people who use the internet who groom, abuse or radicalise other people, especially children, young or vulnerable adults.

Role of DSL

The Designated Safeguarding Lead will:

- Be the single point of contact to oversee and co-ordinate the school's implementation of the Prevent duty.
- Undertake Prevent awareness training and cascade updates to all staff.
- Lead or organise Prevent duty training to staff.
- Provide advice and support to staff.
- Liaise with the police and/or Dudley/West Midlands Safeguarding Children Boards when necessary (<https://dudleysafeguarding.org.uk/children/> <https://westmidlands.procedures.org.uk/>)
- Have responsibility for ensuring that any visiting speakers are suitable and appropriately supervised.
- Receive safeguarding concerns.
- Attend any Channel Panel meetings when requested.

This role is supported by the deputy DSL who has completed all relevant training.

Staff Training

Through regular training 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 reporting or dealing with radicalisation; how this might be identified early on and how we can provide support as a school to ensure that our children think critically, develop self-esteem, global citizenship, resilience and are thus able to resist involvement in radical or extreme activities. Prevent training is included as part of our safeguarding training plan as well as delivered through termly updates, where relevant. *(Please refer to our safeguarding training plan).*

Whistle blowing

Where there are concerns of extremism or radicalisation, pupils or staff are able to discuss this with the DSL. If, for any reason, they feel unable to do this, then they are able to make use of our internal systems to Whistle Blow or raise any issue in confidence. *See the Whistle Blowing policy.*

Making referrals

All staff and visitors to school must refer all concerns about children, families or staff that show signs of vulnerability to radicalisation to the DSL. He will discuss concerns with Dudley Children’s Front Door so that appropriate actions can be made including a possible referral to Channel or the police.

Channel

Channel is a programme, which focuses on providing support, at an early stage, to people who are identified as being vulnerable to being drawn into terrorism. It provides a mechanism for schools to make a referral if they are concerned that an individual maybe vulnerable to radicalisation.

Use of external agencies and speakers

We encourage the use of external agencies or speakers to enrich the experiences of our pupils. We will ensure that any visitor coming into the school has been ‘checked’ appropriately in accordance with ‘Keeping Children Safe in Education’ guidance. 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 schools values and ethos.

Our school will 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 enrich the curriculum and are matched to the needs of pupils.

We recognise, however, that the ethos of our school is to encourage pupils to demonstrate tolerance towards opposing views and beliefs, 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. Therefore, 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 and also help our pupils develop the critical thinking skills needed to engage in informed debate.

Evaluation and Review

This policy will be reviewed as part of our monitoring cycle, or where necessary in light of changes to the law or statutory guidance. The policy can be found in the school policies folder, on the staff network and Google drive and is referred to on the school website. The Full Governing body will monitor the implementation and impact of this policy.

Signed by:

Chair of Governing Body:

Date:

Head teacher:

Date:

Agreed at the Full Governing Body Meeting on:

Appendix 1



Straits Primary School

Fundamental British values: Staff Guidance

From 1 July 2015 the Prevent Duty became law. This is a duty on all schools to have due regard to preventing people being drawn into terrorism. British Values are a set of values introduced to keep children safe and promote their welfare, specifically to counter extremism.

In order to protect children in your care, you must be alert to any issues which may cause concern in the child's life at home or elsewhere. This includes awareness of the expression of extremist views. In addition to this, the Counter Terrorism and Security Act also places a duty on providers "to have due regard to the need to prevent people from being drawn into terrorism" (The Prevent Duty), effective from 1 July 2015.

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

The Department for Education has also produced some departmental guidance advice 'The Prevent Duty advice for schools and childcare providers'.

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

Schools should promote the fundamental British values of **democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs**. This can help schools to demonstrate how they are meeting the requirements of section 78 of the Education Act 2002, in their provision of SMSC.

Actively promoting the values means challenging opinions or behaviours in school that are contrary to fundamental British values. Attempts to promote systems that undermine fundamental British values would be completely at odds with schools' duty to provide SMSC.

The Teachers' Standards expect teachers to uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school. This includes not undermining fundamental British values.

Through their provision of SMSC, schools should:

- **enable students to develop their self-knowledge, self-esteem and self-confidence;**
- **enable students to distinguish right from wrong and to respect the civil and criminal law of England;**
- **encourage students to accept responsibility for their behaviour, show initiative, and to understand how they can contribute positively to the lives of those living and working in the locality of the school and to society more widely;**
- **enable students to acquire a broad general knowledge of and respect for public institutions and services in England;**
- **further tolerance and harmony between different cultural traditions by enabling students to acquire an appreciation of and respect for their own and other cultures;**
- **encourage respect for other people; and**
- **encourage respect for democracy and support for participation in the democratic processes, including respect for the basis on which the law is made and applied in England.**

The list below describes the understanding and knowledge expected of pupils as a result of schools promoting fundamental British values.

- **an understanding of how citizens can influence decision-making through the democratic process;**
- **an appreciation that living under the rule of law protects individual citizens and is essential for their wellbeing and safety;**
 - **an understanding that there is a separation of power between the executive and the judiciary, and that while some public bodies such as the police and the army can be held to account through Parliament, others such as the courts maintain independence;**

- an understanding that the freedom to choose and hold other faiths and beliefs is protected in law;
- an acceptance that other people having different faiths or beliefs to oneself (or having none) should be accepted and tolerated, and should not be the cause of prejudicial or discriminatory behaviour; and
- an understanding of the importance of identifying and combatting discrimination.

It is not necessary for schools or individuals to 'promote' teachings, beliefs or opinions that conflict with their own, but nor is it acceptable for schools to promote discrimination against people or groups on the basis of their belief, opinion or background.

Examples of actions that a school can take

The following is not designed to be exhaustive, but provides a list of different actions that schools can take, such as:

- include in suitable parts of the curriculum, as appropriate for the age of pupils, material on the strengths, advantages and disadvantages of democracy, and how democracy and the law works in Britain, in contrast to other forms of government in other countries;
- ensure that all pupils within the school have a voice that is listened to, and demonstrate how democracy works by actively promoting democratic processes such as a school council whose members are voted for by the pupils;
- use opportunities such as general or local elections to hold mock elections to promote fundamental British values and provide pupils with the opportunity to learn how to argue and defend points of view;
- use teaching resources from a wide variety of sources to help pupils understand a range of faiths, and
- consider the role of extra-curricular activity, including any run directly by pupils, in promoting fundamental British values.

Accountability

As part of a section 5 inspection, Ofsted inspectors must consider pupils' spiritual, moral, social and cultural (SMSC) development when forming a judgement of a school. However this advice should not be read as guidance for inspection purposes. Ofsted publish their inspection framework and handbook, which set out how schools are assessed in relation to pupils' spiritual, moral, social and cultural development. Schools should refer to Ofsted's documents to understand what inspectors look for in assessing this.