

Red Oaks Primary School
Tackling Extremism & Radicalisation Policy

Designated Safeguarding Lead:	Becky Taylor
Named Governor:	Ian Burgess
Date Adopted:	May 2016
Review Date:	February 2021
Next Review Date:	February 2022

Policy Statement

Red Oaks 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.

We have a duty to prepare our children for life in modern Britain and to keep them safe.

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.

Statutory Duties

The duty to prevent children and young people being radicalised is set out in the following documents:

- Counter Terrorism and Security Act (2015)
- Keeping Children Safe in Education (2016)
- PREVENT Duty Guidance (2015)
- Working Together to Safeguard Children (2015)

Links to Other Policies

Red Oaks Primary School Tackling Extremism and Radicalisation Policy links to the following School policies:

- Safeguarding and Child Protection
- Equality Policy

- Anti-bullying Policy
- Positive Behaviour Management Policy
- Online-Safety Policy
- Curriculum policies e.g. RE, collective worship, P.S.H.E/S.M.S.C.
- Visitors Policy (including the Visiting Speaker's Agreement)

Definitions

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.

British Values are democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs.

Radicalisation refers to the process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups.

Extremism is defined in the 2011 Prevent Strategy as vocal or active opposition to fundamental British Values. We also include in our definition of extremism calls for the death of members of our armed forces, whether in this country or abroad.

Signs of Vulnerability

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. Signs of vulnerability include:

- Underachievement
- Being in possession of extremist literature
- Poverty
- Social exclusion
- Traumatic events
- Global or national events
- Religious conversion
- Change in behaviour
- Extremist influences
- Conflict with family over lifestyle
- Confused identity
- Victim or witness to race or hate crimes
- Rejection by peers, family, social groups or faith

Recognising Extremism

Early indicators of radicalisation or extremism 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 possessing illegal or extremist literature
- Advocating messages similar to illegal organisations or other extremist groups
- Out of character changes to dress, behaviour and peer relationships
- Secretive behaviour
- Online searches or sharing extremist messages on social profiles
- Intolerance of differences in faith, culture, gender, race or sexuality
- Graffiti, art work or writing that displays extremist messages
- Attempts to impose extremist views or practices on others
- Verbalising anti-Western or anti-British views
- Advocating violence towards others

ROLES AND RESPONSIBILITIES

Role of the Governing Body

It is the role of the Governing Body to ensure that the school meets its statutory duties with regard to preventing radicalisation.

The Safeguarding Governor will liaise with the Headteacher, Designated Safeguarding Lead and other staff with regard to protecting children from radicalisation.

Role of the Headteacher

It is the role of the Headteacher to:

- Ensure that the school and its staff respond to preventing radicalisation on a day-to-day basis.
- Ensure that the school's curriculum addresses the issues involved in radicalisation.
- Ensure that staff conduct is consistent with preventing radicalisation.

Role of Designated Safeguarding Lead

It is the role of the Designated Safeguarding Lead to:

- Ensure that staff understand the issues of radicalisation, are able to recognise the signs of vulnerability or radicalisation and know how to refer their concerns.
- Receive safeguarding concerns about children and young people who may be vulnerable to the risk of radicalisation or are showing signs of radicalisation.
- Make referrals to appropriate agencies with regard to concerns about radicalisation.
- Liaise with other professionals, including the local authority and the police.
- Report to the Governing Body.

Role of Staff

It is the role of staff to:

- Understand the issues of radicalisation.
- Recognise the signs of vulnerability and radicalisation.
- Know how to refer concerns.

Procedures for Referrals

Although serious incidents involving radicalisation have not occurred at Red Oaks 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.

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.

The Head teacher and Senior Leaders for Child Protection and Safeguarding will deal swiftly with any referrals made by staff or with concerns reported by staff. They 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. 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.

The Role of the Curriculum

Our curriculum is "broad and balanced" (Ofsted 2012, April 2014 & September 2014). 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.

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.

Children are regularly taught about how to stay safe when using the internet and 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.

The South West Grid for Learning (SWGfL) filtering aims to protect schools from illegal and inappropriate content including sites related to extremism and radicalisation. If a member of our school community does have any concerns about sites which they deem should be blocked, it should be reported to filtering@swgfl.org.uk, whereby schools are collectively working together to prevent access to harmful and inappropriate material.

Staff Training

Through INSET opportunities in school, we will ensure that all 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.

Safer Recruitment

We ensure that the staff we appoint are suitable, our recruitment processes are rigorous and we follow the statutory guidance published in Part 3 of Keeping Children Safe in Education (2015). Vetting and barring checks are undertaken on relevant people, including governors and volunteers.

Visitors and Visiting Speakers

Upon arriving at the school, all visitors will read the child protection and safeguarding guidance. Visiting speakers will also read the school's *Visiting Speakers Agreement*. By signing in using the visitor's book, all visitors agree that they have read and will adhere to the child protection and safeguarding guidance. Where possible, all visitors and visiting speakers will send through their DBS checks prior to their visit. These will then be kept on file alongside photographs for identification.