BELFORD
PRIMARY SCHOOL
make believe learn achieve

Tackling Extremism & Radicalisation Policy 2018-2019

This policy should be read with the following policies:

- Safeguarding & Child Protection Policy
- Equality Policy
- Anti-Bullying Policy
- Positive Behaviour Management Policy
- E-Safety Policy
- PREVENT Strategy HM Gov
- Keeping Children Safe in Education DfE 2016
- Working Together to Safeguard Children HM Gov 2015

Date adopted Oct 15

Last reviewed September 2018

Next review September 2019

Northumberland
Northumberland County Council

1. POLICY STATEMENT

Belford 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 Belford Primary School Tackling Extremism and Radicalisation Policy links to the following school policies:

- Child Protection and Safeguarding
- Equality Policy
- Anti-bullying Policy
- Positive Behaviour Management Policy
- E-Safety Policy.

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

- PREVENT Strategy HM Government
- Keeping Children Safe in Education DfE 2015
- Working Together to Safeguard Children HM Government 2015.

3. AIMS AND PRINCIPLES

3.1 The Belford 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.

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 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 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. DEFINTIONS 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 Belford 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 The headteacher and SEND coordinator are trained as Designated Safeguarding Leads for Child Protection and Safeguarding and will deal swiftly with any referrals made by staff or with concerns reported by staff.

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.

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 the Head Teacher, Pastoral Care Team 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, Belford 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 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. (See Appendix 4 – PSHE Curriculum Overview)

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. (See Appendix 2- Staff training)

9. VISITORS AND THE USE OF SCHOOL PREMISES

9.1 If any member of staff wishes to invite a visitor in the school, they must first make a request to the HT. Only after agreement from the Head Teacher can the visitor enter school and then they will be subject to relevant safeguarding checks, in line with the schools policies and procedures and the production of photo identification where appropriate. Children are NEVER left unsupervised with external visitors, regardless of safeguarding check outcomes.

9.2 Upon arriving at the school, all visitors including contractors, will read the child protection and safeguarding guidance 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

11. POLICY REVIEW

11.1 The *name of school* Tackling Extremism and Radicalisation Policy will be reviewed annually as part of the overall Child Protection and Safeguarding policy review.

This policy will be ratified by the Governing Body in *insert date*

Signed …… Chair of Govenors Date: ……..

This policy will be reviewed on or before the following date: *insert date*

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 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 local children's social care team.
- In the event of a referral relating to serious concerns about potential radicalisation or extremism, the school will also contact preventmailbox@northumbria.pnn.police.uk

Appendix 2 - Staff Safeguarding Training

Schools should ensure a record of all safeguarding training is maintained, the table attached provides suggestions for safeguarding training

Type of Training	**Delivered by**	**Recommended Audience**	**When and at what frequency**
WRAP (Workshop to Raise Awareness of Prevent)	These sessions are being advertised on Learning Together	Head teacher and DSL (recommended annual update)	Annual update
On line learning package, which can be accessed by all schools through Learning Together.	The following link http://ncc.learningpool.com/course/view.php?id=1263 will take school staff to the log in page. If any of the staff in school are not already registered on the system they will need to go through the third party registration process on the login page.	All staff, governors, office staff, site management and dinner supervisors (recommended annual update)	Annual update
Safer Recruitment Training	NCC School Support team	All SLT and all governors (Recommended this is refreshed on 3 year basis)	Certificates held in school Safeguarding Folder
Safeguarding and Child Protection Training	NSCB	DSLs and designated governors for child protection (Refreshed on 2 year basis)	Certificates held in school Safeguarding Folder
Safeguarding and Child Protection Training – (Dissemination)	In-house or NSCB	All staff, governors, office staff, site management and dinner supervisors (Repeated for all staff during first half of Autumn half term each academic year and ongoing to update staff on current local and national priorities)	
Child Sexual Exploitation	NSCB (for face to face) and Virtual College for on line training https://**northumberland**lscb.safeguardingchildrenea.co.uk	At least one member of staff including the DSLs	

Tackling Female Genital Mutilation	On line home office training https://www.**fgmelearning**.co.uk/	At least one member of staff including the DSLs	Repeated for all staff during first half of Autumn half term each academic year
Looked After Children		DSL for Looked After Children	Refreshed on 2 year basis.
Other training could include			
E-safety Domestic Abuse Awareness Safeguarding Disabled Children Emotional Abuse Physical Abuse Self-harm Signs of Safety Introduction to Attachment			

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 2015
- Working Together to Safeguard Children HM Gov 2015
- 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.

Appendix 4 – PSHE Curriculum Overview

<table>
<tr><th></th><th>Autumn 1</th><th>Autumn 2</th><th>Spring 1</th><th>Spring 2</th><th>Summer 1</th><th>Summer 2</th></tr>
<tr><td>SEAL</td><td>New Beginnings

Link to RE- Belonging</td><td>Getting On and Falling Out ANTI-BULLYING WEEK: Say No to Bullying- SEAL</td><td>Going for Goals</td><td>Good to Be Me</td><td>Relationships</td><td>Changes</td></tr>
<tr><td>KS 1
Cycle A</td><td colspan="2"><u>Choices</u>

Links to Science- Animals, including humans Y2
Link to D&T-
Food technology

Sex Education covered in Science-</td><td colspan="2"><u>Right and wrong</u> – links to geography, how can we make our local area safer?</td><td colspan="2"><u>Rights and responsibilities</u></td></tr>
<tr><td>KS 1
Cycle B</td><td colspan="2"><u>Feelings and relationships</u>

Resources from A Owens – links to emotional literacy</td><td colspan="2"><u>Communities</u> -links to RE

Links to SEAL – getting on and falling out</td><td colspan="2"><u>Rules</u> -links to RE</td></tr>
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