

Coleham Primary School



Preventing Extremism and Radicalisation Policy

Policy Date: September 2018



Introduction

This 'Preventing Extremism and Radicalisation Policy' is part of our commitment to keeping children safe. All staff working in Coleham Primary School recognise that safeguarding is everyone's responsibility irrespective of the role they undertake or whether their role has direct contact or responsibility for students or not.

When operating this policy, *Coleham Primary School* uses the following Governmental definition of extremism which is:

'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; and/or calls for the death of members of our armed forces, whether in this country or overseas'.

In March 2015, new statutory duties were placed on schools by the Counter Terrorism and Security Act (2015) which means they must work to prevent children being drawn into extremism. The full Government Prevent Strategy can be viewed at

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/97976/prevent-strategy-review.pdf

This policy draws on both statutory and non-statutory guidance:

Statutory Duties

- Counter Terrorism and Security Act (2015)
- Keeping Children Safe in Education (2018)
- Prevent Duty Guidance (2015)
- Working together to Safeguard Children (2018)

Non-statutory Guidance

- The Prevent Duty: Departmental advice for schools and childcare providers (DfE 2015)
- Promoting fundamental British values as part of SMSC in schools: Departmental advice for maintained school (DfE 2014)
- Improving the spiritual, moral, social and cultural (SMSC) development of pupils: supplementary information (DfE 2014)

Other related policies within school

- Acceptable Use Policy (ICT) policy
- Behaviour Policy
- Child Protection Policy
- Personal, Social and Health Education (PSHE) Policy
- Spiritual, Moral, Social, Cultural (SMSC) Policy
- Staff code of conduct
- Visitors Policy
- Whistle-blowing Policy

At Coleham Primary School we recognise that extremism and exposure to extremist materials and influences can lead to poor outcomes for students and so should be addressed as a safeguarding

concern as set out in this policy. We also recognise that if we fail to challenge extremist views, we are failing to protect our students.

1 Roles and responsibilities

1.1 Role of the Governing Body

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

1.2 Role of the headteacher

It is the headteachers role to:

- Ensure that the schools 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
- Report to the governing body on these matters

1.3 Role of Designated Safeguarding Lead

- Ms C Jones (Headteacher)
- Mrs L Brazier (Deputy Headteacher)
- Mrs P Field (SENDCO)
- Mr T Larkham (KS1 Leader)
- Mrs K Nash (Pastoral Leader)
- Miss X Mills (Learning Mentor)

It is the role of the safeguarding lead to:

- Ensure that staff understand the issues of radicalisation, are able to recognise the signs of vulnerability of 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
- Making referrals to appropriate agencies with regard to concerns about radicalisation
- Liaise with partners, including the local authority and police
- Offer support and advice to staff

1.4 Role of staff

It is the role of staff to understand the issues of radicalisation, are able to recognise signs of vulnerability or radicalisation and know to refer concerns to the designated lead promptly. Staff are to adopt the attitude that instances of radicalisation 'could happen here' and to refer any concerns to a designated safeguarding lead promptly.

1.5 Curriculum and teaching approaches

We will ensure that all of our teaching approaches helps our pupils build resilience to extremism and give pupils a positive sense of identity through the development of critical thinking skills. We will ensure that all our staff are equipped to recognise extremism and are skilled and confident enough to challenge it.

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We will 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 may make it harder for them to challenge or question these radical influences. In our school this will be achieved primarily through the teaching of Personal, Social, Health and Economic development (PSHE) and Spiritual, Moral, Social and Cultural development (SMSC) as discreet subjects.

We will be flexible to adapt our teaching approaches, as appropriate, so as to address specific issues as to become even more relevant to the current issues of extremism and radicalisation.

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 programmes
- Open discussion and debate
- Work on anti-violence and restorative approach addressed through the curriculum and the behaviour policy

At Coleham Primary school we will promote the 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 not faith. It is indeed our most fundamental responsibility to keep our students safe and prepare them for life in modern multi-cultural Britain and globally.

Democracy

At Coleham Primary School democracy is taken very seriously. Children are actively encouraged to have a voice and share their views and opinions regularly. Our active school council is one such example. The school council representatives (2 per class from Year 1 to Year 6) are democratically elected and meet every few weeks then take the ideas from the meeting back to their classes for discussion. Every child also contributes their ideas to the composition of their own class charter every year. This sets ground rules for classroom conduct and establishes the standards of behaviour children can expect from each other over the year ahead. Each year, all children are surveyed for their opinions of school and to suggest ways in which the school could be improved further. In KS2 pupils complete the Pupils Attitudes to Self and School (PASS) Survey, which provides them with further opportunities to share their views of learning at Coleham Primary School. The information generated by the PASS survey is also used to identify vulnerable children and initiate interventions to support their individual needs. Governors also talk regularly to children to establish their views. The school has close links with members of the community such as councillors, and these guest speakers visit school regularly to talk to the children on matters such as local government, elections or parliament.

The Rule of Law

The importance of laws, whether they be those that govern the class, the school, or the country, are consistently reinforced throughout the school day, as well as when dealing with behaviour and through school assemblies. Children are taught the value and reasons behind laws; that they govern and protect us; the responsibilities that this involves and the consequences when laws are broken. Our school expectations of behaviour for adults and children, are displayed in all classrooms, referred to regularly and consistently upheld. The behaviour policy, with its rewards and sanctions, promote consistent positive behaviour learning within school and in the wider community also. Visits from authorities such as the Police and Fire Service help reinforce these messages.



Individual Liberty

Within school, children are actively encouraged to make decisions and choices, knowing that they are in a safe and supportive environment. As a school we educate and provide boundaries for young children to take risks and make choices safely. Children are encouraged to know, understand and exercise their rights and personal freedoms and advised how to exercise these safely, for example through our E-Safety and PSHE lessons. Whether it be through choice of learning challenge, how they record their learning, participation in one of our extra-curricular clubs and opportunities, children are given the freedom to make choices and make decisions. Individual Liberty is a strong focus within the SMSC lessons taught throughout school. Resources from Amnesty International provide valuable talking points and enable the children to learn about a range of issues including Human Rights. In KS1 we use lessons titled 'Respect for All' lessons whilst in KS2, 'A Rich Tapestry' and 'Everybody has the right...' are used.

Mutual Respect and Tolerance of Those of Different Faiths and Beliefs

At Coleham Primary School, children learn that their behaviour has an effect on their own rights and those of others. All members of the school community treat each other with respect and it is the basis for our school's values and ethos. We actively seek to promote diversity and equal opportunities in every form including race and culture, disability, religion, gender dysmorphia and sexual orientation. Coleham Primary School is situated in an area which is not culturally diverse, therefore we place a great emphasis on promoting cultural diversity with the children. Assemblies and workshops are regularly planned to address this issue either directly or through the inclusion of stories and celebrations from a variety of faiths and cultures. Our RE, PSHE, RSE and SMSC teaching reinforce this. We promote an awareness of other cultures by inviting members of different faiths, religions or ethnic backgrounds to share their experiences with the children.

At Coleham Primary School we will actively challenge children, staff or parents expressing opinions contrary to fundamental British Values, including those expressing 'extremist' views.

1.6 IT

At Coleham Primary school we will ensure that children are safe from terrorist and extremist material when accessing the internet in school by having secure filters which will block inappropriate content.

Pupils and staff are aware of the procedures in school for reporting any concerns relating to inappropriate content found on the internet.

Pupils and staff are asked to sign the Acceptable Use Policy (AUP) annually to confirm that they understand what is acceptable.

Staff have read and understand 'How Social Media is used to encourage travel to Syria and Iraq – Briefing note for schools DfE 2015'.

1.7 Staff training

Statutory guidance refers to the importance of Prevent awareness training to equip staff to identify children at risk of being drawn into terrorism and to challenge extremist ideas. School Management will raise awareness of Prevent (WRAP) and ensure that the key messages are filtered down to all staff members during termly Child Protection updates at team meetings. The school will also organise whole school Prevent Training by an external trainer or using the online Prevent Training.

Staff are aware of the signs of vulnerability and indicators of radicalisation and extremism as set out in **Appendix 1**.

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The National Counter Terrorism Policing Headquarters in conjunction with the College of Policing have developed a general awareness e-learning package for Channel. For those staff that are new in post we encourage this as part of their induction process (accessed <https://www.elearning.prevent.homeoffice.gov.uk/screen2>)

1.8 Working in partnership

We will work in partnership with local partners, families and communities in our efforts to raise awareness of radicalisation and supporting us with implementing the Prevent Duty.

Coleham Primary School will engage effectively with parents/families to assist and advise of support mechanisms if concern is raised.

The school will ensure that safeguarding arrangements take into account the policies and procedures of Shropshire Safeguarding Children Board.

1.9 Use of external agencies and speakers

At Coleham Primary School 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 2018. 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.

2.0 Referral process

If a member of staff has a concern about a particular pupil/s they should follow the school's normal safeguarding procedures, including discussing with the school's designated safeguarding lead as set out in the Child Protection policy.

The designated lead should contact West Mercia Prevent Team:

- Detective Sergeant Stuart Clark, 01386 591835
- PC Manjit Sidhu, 01386 591815

The Prevent Team email is: prevent@warwickshireandwestmercia.pnn.police.uk

3.0 Monitoring and review

This policy will be adapted as and when new guidance or policy is released.

This policy will be made available to parents via the school website.

The Headteacher will actively evaluate the effectiveness of this policy by monitoring the staff group's understanding and application of the procedures within this policy as their overall duty to safeguard children.

Appendix 1

Recognising the indicators of vulnerability to radicalisation

There is no such thing as a “typical extremist”: those who become involved in extremist actions come from a range of backgrounds and experiences, and most individuals, even those who hold radical views, do not become involved in violent extremist activity.

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. It is vital that school staff are able to recognise those vulnerabilities.

Indicators of vulnerability include:

- Identity crisis – the student/pupil distanced from their cultural/religious heritage and experiences discomfort about their place in society.
- Personal crisis – the student/pupil may be experiencing family tensions; a sense of isolation; and low self-esteem; they may have dissociated from their existing family 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 – migration; local community tensions; and events affecting the student/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 student/pupil may have perceptions of injustice; a feeling of failure; rejection of civic life;
- Experiences of criminality – which may include involvement with criminal groups, imprisonment, and poor resettlement/reintegration;
- Special educational needs – students/pupils may experience difficulties with social interaction, empathy with others, understanding the consequences of their actions and awareness of the motivations of others

More critical risk factors could include:

- Being in contact with extremist recruiters
- Accessing violent extremist websites, especially those with a social networking element
- Possessing or accessing violent extremist literature
- Using extremist narratives and a global ideology to explain personal disadvantage
- Justifying the use of violence to solve societal issues
- Joining or seeking to join extremist organisations
- Significant changes to appearance and/or behaviour
- Experiencing a high level of social isolation resulting in issues of identity crisis and/or personal crisis.

Appendix 2

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Appendix 2

Radicalisation Risk Assessment

Name of person completing the Risk Assessment and Date completed: Senior Leadership Team Yvonne Rowley (PSHE lead) Sep 2018	Who may be harmed: Children Adults
Persons responsible for following control measures: All adults (and children where necessary)	Review Date: (Yearly) (To be reviewed in light of any incidents)

		A	B	C	D	E
		Negligible	Minor	Moderate	Significant	Severe
E	Very Likely	Low Med	Medium	Med Hi	High	High
D	Likely	Low	Low Med	Medium	Med Hi	High
C	Possible	Low	Low Med	Medium	Med Hi	Med Hi
B	Unlikely	Low	Low Med	Low Med	Medium	Med Hi
A	Very Unlikely	Low	Low	Low Med	Medium	Medium

Hazards	The Following Control Measures are in Place	Risk Level	Any further action needed?
Exposure to, or involvement with, groups, individuals who condone violence as a means to a political end. For example: English Border Front / Neo-Nazism etc	<ul style="list-style-type: none"> • Universal Provision: <ul style="list-style-type: none"> ○ The Curriculum ○ The Extended Curriculum ○ Teaching and Learning Styles and Pedagogy ○ Learning Social and Emotional Skills ○ Support from Partner Agencies In particular: <ul style="list-style-type: none"> • Board and balanced SMSC curriculum • School behavioural expectations and behaviour policy • Policy for visiting speakers • E-safety curriculum • Promotion for the British Values • Visiting CSOs / Police Officers • Pastoral Care team available to support vulnerable children 	Unlikely / Moderate = Low/Medium	<p><i>Safe guarding procedures instigated for any child that it identified as at risk.</i></p> <p>For those children identified as at risk:</p> <ul style="list-style-type: none"> • Targeted work with those at risk (if or when identified) <p>For those children already engaged in or linked to extremist behavior:</p> <ul style="list-style-type: none"> • Specialist interventions with

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<p>Exposure to, or involvement with, groups, individuals who condone gang violence. For example: Territorial violence, rivalries between secondary schools etc.</p>	<ul style="list-style-type: none"> • Universal Provision: <ul style="list-style-type: none"> ○ The Curriculum ○ The Extended Curriculum ○ Teaching and Learning Styles and Pedagogy ○ Learning Social and Emotional Skills ○ Support from Partner Agencies • <u>In particular:</u> • Board and balanced SMSC curriculum • School behavioural expectations and behaviour policy • Policy for visiting speakers • E-safety curriculum • Promotion for the British Values • Year 6 Crucial Crew • Visiting CSOs / Police Officers 	<p>Unlikely / Moderate = Low/Medium</p>	<p><i>Safe guarding procedures instigated for any child that it identified as at risk.</i></p> <p>For those children identified as at risk:</p> <ul style="list-style-type: none"> • Targeted work with those at risk (if or when identified) <p>For those children already engaged in or linked to extremist behavior:</p> <p>Specialist interventions with</p>
<p>Exposure to, or involvement groups, individuals who condone the use of drugs or alcoholism. For example: Peer pressure, parental influences, popular culture etc.</p>	<ul style="list-style-type: none"> • Universal Provision: <ul style="list-style-type: none"> ○ The Curriculum ○ The Extended Curriculum ○ Teaching and Learning Styles and Pedagogy ○ Learning Social and Emotional Skills ○ Support from Partner Agencies • <u>In particular:</u> • Board and balanced SMSC curriculum • School behavioural expectations and behaviour policy • Policy for visiting speakers • Promotion for the British Values • PSHE curriculum • Visiting CSOs / Police Officers • Science curriculum • RSE curriculum • Year 6 Crucial Crew 	<p>Possible / Significant = Medium/High</p>	<p><i>Safe guarding procedures instigated for any child that it identified as at risk.</i></p> <p>For those children identified as at risk:</p> <ul style="list-style-type: none"> • Targeted work with those at risk (if or when identified) <p>For those children already engaged in or linked to extremist behavior:</p> <ul style="list-style-type: none"> • Specialist interventions with <p>*Drug and Alcohol awareness lessons to be planned and delivered*</p>
<p>Exposure to, or involvement groups, individuals who condone religious</p>	<ul style="list-style-type: none"> • Universal Provision: <ul style="list-style-type: none"> ○ The Curriculum ○ The Extended Curriculum ○ Teaching and Learning Styles and Pedagogy 	<p>Very unlikely / Significant = Medium</p>	<p><i>Safe guarding procedures instigated for any child that it identified as at risk.</i></p> <p>For those children identified as at risk:</p> <ul style="list-style-type: none"> • Targeted work with those at risk (if or when identified)



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<p>extremism. For example: Extremist Christian groups / Extremist Islamic speakers etc.</p>	<ul style="list-style-type: none"> ○ Learning Social and Emotional Skills ○ Support from Partner Agencies <p><u>In particular:</u></p> <ul style="list-style-type: none"> ● Board and balanced SMSC curriculum ● School behavioural expectations and behaviour policy ● Policy for visiting speakers ● E-safety curriculum ● Promotion for the British Values ● Broad and Balanced RE curriculum. 		<p>For those children already engaged in or linked to extremist behavior: Specialist interventions with</p>
<p>Exposure to, or involvement groups, individuals who condone criminal activity. For example: Parental influences, popular culture etc.</p>	<ul style="list-style-type: none"> ● Universal Provision: <ul style="list-style-type: none"> ○ The Curriculum ○ The Extended Curriculum ○ Teaching and Learning Styles and Pedagogy ○ Learning Social and Emotional Skills ○ Support from Partner Agencies <p><u>In particular:</u></p> <ul style="list-style-type: none"> ● Board and balanced SMSC curriculum ● School behavioural expectations and behaviour policy ● Policy for visiting speakers ● E-safety curriculum ● Promotion for the British Values ● Year 6 Crucial Crew 	<p>Unlikely / Moderate = Low/Medium</p>	<p><i>Safe guarding procedures instigated for any child that it identified as at risk.</i></p> <p>For those children identified as at risk:</p> <ul style="list-style-type: none"> ● Targeted work with those at risk (if or when identified) <p>For those children already engaged in or linked to extremist behavior: Specialist interventions with</p>



Appendix 3

COLEHAM PRIMARY SCHOOL VISITOR PROTOCOL

The purpose of external visitors visiting school:

To enrich the school curriculum by giving the children opportunities to experience a wide variety of different experiences that deepens their understanding and helps to further motivate them as learners. All external visitors, who are invited to speak to or work with groups of children on a subject of special interest to them, offer particular opportunities to promote an ethos of respect for others, challenge stereotyping and build an understanding of other cultures and beliefs. This contributes to promoting a positive and inclusive school ethos that champions democratic values and human rights. We are committed to promoting the principles of 'British Values' throughout the school.

Requirements for planning visits by external visitors:

- The external visitor must be informed of the aims and objectives of the session.
- The class teacher must inform the external visitor about class/group size and ages.
- The class teacher must be present during the visit.
- The class teacher will inform the visitor of school policies during the visit if the policies are deemed relevant to the visit.
- The external visitor must follow procedure for signing in and wearing a visitor badge.
- The external visitor must be made aware that their visit is not used to inappropriately promote or proselytise a particular set of beliefs.
- The visit should promote a safe, open and positive learning environment.
- The visit should promote respect for each other's views and beliefs.
- The raising of sensitive or controversial issues should be handled responsibly and respectfully.
- Visitors should never feel obliged to discuss their own personal beliefs.
- Visitors must not influence or restrict the children's own expressions or ideas.

All visitors will be given a copy of this protocol to read and sign to confirm they are happy to work in line with the policy. This will be done before they start working in school.

I have read the above protocol points and agree to follow these guidelines.

Signed:

Name:

Date: