



Tackling Extremism and Preventing Radicalisation Policy

1. POLICY STATEMENT

This 'Tackling Extremism and Preventing Radicalisation Policy' is part of our commitment to keeping children safe. Since the 'Education and Inspections Act 2006' schools have had a duty to promote community cohesion. Over the last few years, global events have led to a growth of extremist viewpoints, including advocacy of violent extremism. Schools have an important part to play in both educating children and young people about extremism and recognising when pupils start to become radicalised. 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. Safeguarding children from all risks of harm is an important part of a school's work and protecting them from extremism is one aspect of that.

St Mary's Catholic Primary School is fully committed to safeguarding and promoting the welfare of all its pupils. It is an inclusive school and provides excellent pastoral and well-being support to all our children, and fosters community links at every opportunity.

Every member of staff recognises that safeguarding against radicalisation and extremism is no different to safeguarding against any other vulnerability in today's society. This 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. Our children know that our school is a safe place, and all adults at St Mary's have a duty of care to ensure that this happens.

2. LINKS TO OTHER POLICIES

St Mary's Catholic Primary School Tackling Extremism and Radicalisation Policy links to the other school policies;

- Safeguarding Policy
- Equality Policy
- Behaviour and Anti-bullying Policy
- E-safety Policy
- Safer Recruitment Policy
- Whistleblowing Policy

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 (2015)
- Prevent Duty Guidance (2015)
- Working Together to Safeguard Children (2015)
- Promoting fundamental British values as part of SMSC in schools: Departmental advice for maintained schools (DfE 2014).

3. AIMS AND PRINCIPLES

This policy is intended to provide a framework for dealing with issues relating to vulnerability, radicalisation and exposure to extreme views.

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.
- Pupils will be introduced to the dangers of radicalisation and exposure to extremist views through our school curriculum in an age appropriate way.
- 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.

4. DEFINITIONS

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.

The government definition of **extremism** in its 'Prevent Strategy' 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.'

5. PROCEDURES FOR REFERRALS

It is important for staff at St Mary's Catholic Primary School to be constantly vigilant and remain fully informed about the issues which affect the local area 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.

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, based on the most up-to-date guidance and best practise.

Schools are required to identify a Prevent Single Point of Contact (SPOC) who will be the lead within the organisation for safeguarding in relation to protecting individuals from radicalisation and involvement in terrorism: this will be the

Designated Safeguarding Lead. The SPOC for St Mary's Catholic Primary School is Nicola Slack.

Staff will refer a child who they are concerned, in relation to radicalisation in the same way as any other safeguarding concern. The member of staff will record the concerns on a 'cause for concern' sheet and pass this to the Designated Lead. The Designated Lead will work in conjunction with external agencies to decide the best course of action to address concerns which arise following the flow chart of action as outlined in Appendix 1.

6. GOVERNORS, LEADERS AND STAFF

The school governors, the Head Teacher and the Designated Safeguarding Lead will assess the level of risk within the school and put actions in place to reduce that risk. Risk assessment may include consideration of the school's curriculum, SEND policy, the use of school premises by external agencies, behaviour and anti-bullying policy and other issues specific to the school's profile, community and philosophy. This risk assessment will be reviewed as part of the annual s175 return that is monitored by the local authority and the local safeguarding children board.

The Governing Body of our school will undertake appropriate training to ensure that they are clear about their role and the parameters of their responsibilities as Governors, including their statutory safeguarding duties.

The Governing Body support our ethos and values, and will support us in tackling any form of radicalisation or extremism.

7. THE ROLE OF THE CURRICULUM

Our curriculum is broad and balanced and 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. Our promotion of British Values statement (Appendix 2), outlines ways in which St Mary's fulfils these objectives, together with our PSHE and Citizenship provision which is embedded across the curriculum and underpins the ethos of the school. In addition, 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 are encouraged to recognise that people are not always who they say they are online. Pupils are taught to seek adult help if they are upset or concerned about anything they read or see on the internet.

8. STAFF TRAINING

Staff will be given training to help them understand the issues of radicalisation, are able to recognise the signs of vulnerability or radicalisation and know how to refer their concerns. This information also forms part of induction safeguarding training. All staff were given a booklet in October 2015 which includes the following Babcock and DfE documents: Factsheet about PREVENT. Staff have received training on promoting British Values through the curriculum (Autumn 2015) and receive updates relating the safeguarding through staff meetings. Following Prevent training (WRAP) attended by the Head teacher, this will be cascaded to staff in INSET training in January 2016 so that they have the most current information regarding safeguarding against radicalisation and extremism.

9. SIGNS OF VULNERABILITY

There are no known definitive indicators that a young person is vulnerable to radicalisation, but there are 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 identify
- victim or witness to race or hate crimes
- rejection by peers, family, social groups or faith

10. 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 in dress, behaviour and peer relationships (but there are also very powerful narratives, programmes and networks that young people can come across online so involvement with particular groups may not be apparent.)
- secretive behaviour
- online searches or sharing extremist messages or social profiles
- intolerance of difference, including faith, culture, gender, race or sexuality
- graffiti, art work or writing that displays extremist themes
- attempts to impose extremist views or practices on others
- verbalising anti-Western or anti-British views
- advocating violence towards others

11. VISITORS AND THE USE OF SCHOOL PREMISES

Visitors to the school are made aware of our safeguarding and child protection policies on arrival at the school and are given information about what to do if they are concerned about any aspect of child welfare. We undertake due diligence to ensure that visiting speakers are appropriate. Speakers will be supervised at all times and will not be allowed to speak to children with a member of staff being present. Staff must not invite speakers into school without first obtaining permission from the Head Teacher. If any member of staff wishes to invite a visitor in the school, they must first complete a visitor request form. (See Appendix 3 – School Visitor Request Form). Only after agreement from the Head Teacher, will the visitor be allowed into the school.

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 this policy, the school will contact the police and terminate the contract.

Policy Adoption, Monitoring and Review

Policy adopted by Governors on:

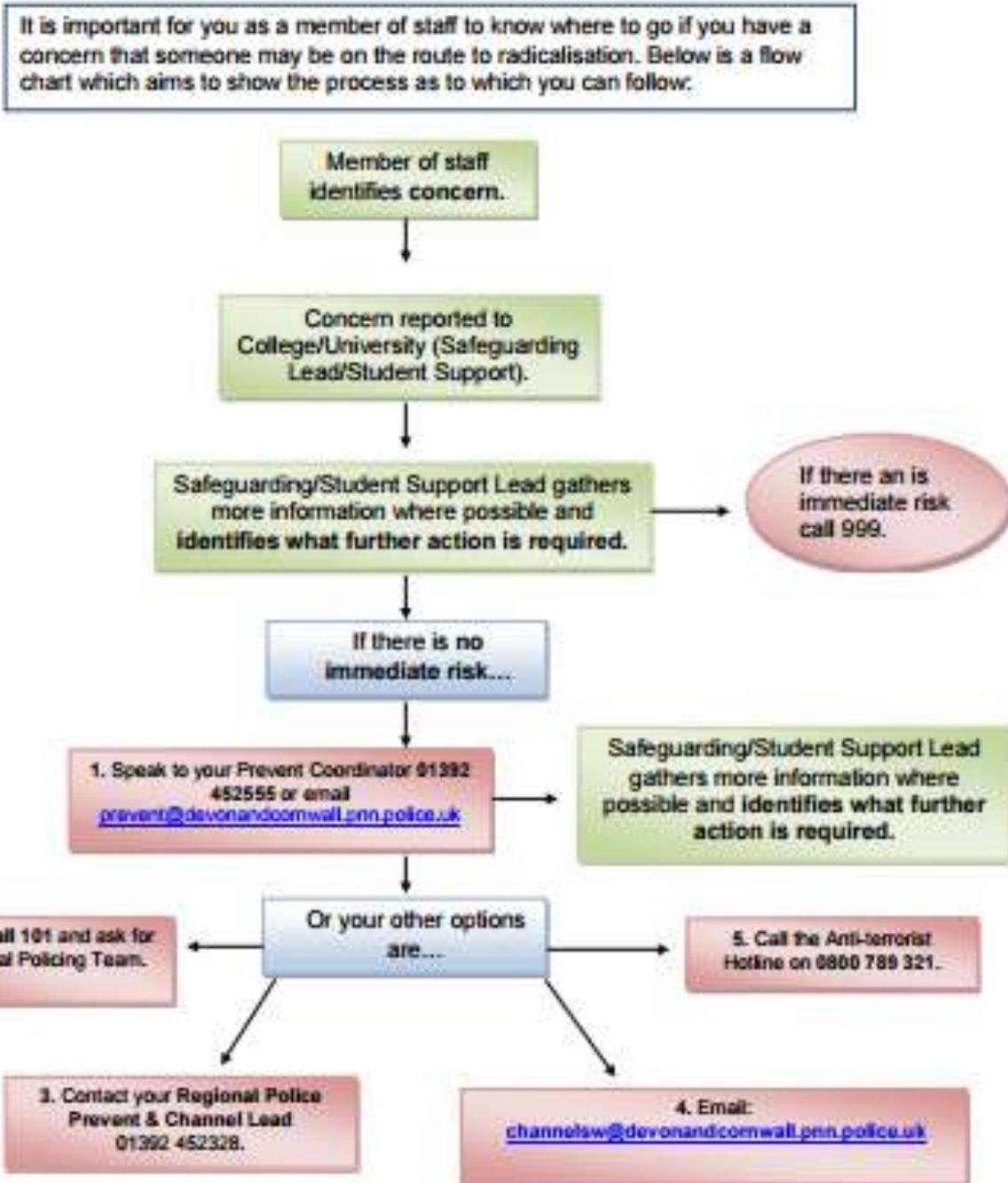
Policy last reviewed on:

Policy due for review on:

Appendix 1

Prevent and Channel

Process map for reporting a concern of a vulnerable individual



Appendix 2

St Mary's Catholic Primary School

PROMOTING BRITISH VALUES

St Mary's Catholic Primary school actively seeks to promote and uphold British values through its ethos, curriculum, liturgy and assemblies, aiming to educate and engage with pupils about equality, human rights and inclusion in a positive and pro-active way.

The Government set out its definition of British Values in the Prevent Strategy 2011 as part of its overall counter-terrorism strategy, CONTEST. The introduction of Part 5 of the Counter-Terrorism and Security Act 2015 gives the Prevent strategy legal status in schools and colleges in England and Wales. In guidance for maintained schools, issued by the Department for Education in November 2014, '*Promoting fundamental British values as part of SMSC in schools: Departmental advice for maintained schools*', a list was provided that describes the understanding and knowledge expected of pupils as a result of schools promoting fundamental British values.

These were:

- 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.

At St Mary's, these values are promoted in the following ways:

Democracy

- ✓ Having a school council and allowing pupils to elect their school councillors by holding elections
- ✓ Highlighting the development of democratic ideas in history lessons
- ✓ Ensuring all pupils are listened to by adults
- ✓ Inviting speakers to the school
- ✓ Learning about our political system and those in other parts of the world
- ✓ Annual pupil questionnaires (e.g. in recent years these have included PE, RE, Respect week)

The Rule of Law

- ✓ Classes creating their own “class rules” at the start of the year
- ✓ Having a clear behaviour policy that is explained to all
- ✓ Involving pupils in creating policies (e.g. Children’s Anti-bullying Policy written by Year 5 and 6 pupils)
- ✓ Organising visits from the police service to reinforce the message of right and wrong and to teach about online safety
- ✓ Highlighting the rules of the Church in the RE curriculum and in other religions

Individual Liberty

- ✓ Students are encouraged to be independent in their learning (e.g. using Building Learning Power principles, pupils are taught to be independent, reflective, resources and resilient independent learners)
- ✓ Students have the opportunity to learn about and reflect on about future careers (e.g. visitors to the school from a wide range of different careers, enterprise projects e.g. Fiver Challenge)
- ✓ Pupils are given the opportunity to suggest and organise fundraising events (e.g. Wear it Wild Day, obstacle races for Rowcroft Hospice).
- ✓ Class debates and discussions take place in various curriculum subjects
- ✓ Opportunities for pupils to learn about their rights and personal freedoms and how to exercise these safely (e.g. e-Safety lessons and CEOP resources, PSHE lessons) and the responsibilities that these bring
- ✓ Opportunities to join a number of extra-curricular activities at lunchtimes or after school
- ✓ Opportunities to take on additional roles and responsibilities (e.g. school prefects, librarians, buddies, peer mediators)

Mutual respect

- ✓ Having a mission statement that is inclusive and which was written by the school community and is regularly discussed with the children and on display

- ✓ Constantly promoting respect for others as good manners (e.g. encouraged and commented on by visitors to Open Days, those who sign our visitors' book, comments from community events attended by our pupils such as our choir visiting nursing homes and performing at charity concerts)
- ✓ Reinforcing the value of everyone's opinions in class debates
- ✓ Having an effective anti-bullying policy
- ✓ Emphasising in RE and PSHE lessons that every person is unique and "created in the image of God"
- ✓ Having active educational links with other schools (e.g. French school in Fontaine-Henry and Ugandan school as part of our gardening project)
- ✓ Supporting charitable works (e.g. fundraising events held each term for charities such as Macmillan Cancer Support, Samaritan's Purse, Buckfastleigh Food Bank, CAFOD, Save the Children, World Wildlife Fund, Children in Need, Sports Relief)
- ✓ Participation in Global Development Partnership Programme and joining with other schools for events such as Refugee Day.

Tolerance of those with different faiths and beliefs

- ✓ Religious Education provides pupils with a deep understanding of their own faith as well as an awareness of other faiths
- ✓ Themed weeks (e.g. 'Respect Week') exploring other cultures and faiths
- ✓ Visitors from other faiths invited into the school
- ✓ Opportunities to explore cultural celebrations through art and music
- ✓ Assemblies each term focussing on other faiths and beliefs

Appendix 3

St Mary's Catholic Primary School

VISITOR REQUEST FORM

NAME OF VISITOR AND CONTACT DETAILS	
REASON FOR VISITOR REQUEST	
HOW DID YOU FIND OUT ABOUT THIS THIS PERSON e.g. WAS THE VISITOR RECOMMENDED, HAVE THEY BEEN TO ANOTHER LOCAL SCHOOL?	
CHECKS MADE BY THE HEADTEACHER	
OUTCOME	
SIGNED	
DATE	