

King Athelstan Primary School

Anti-Radicalisation Policy **PREVENTING EXTREMISM AND RADICALISATION POLICY**



Responsibility: Headteacher

Date reviewed: January 2016

Next review date: January 2017

Agreed by Governors: January 2016

King Athelstan Primary School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

This policy was approved by the Full Governing Body in January 2016 and will form part of the annual review process of the Child Protection and Safeguarding Policy.

King Athelstan Primary School is fully committed to safeguarding and promoting the welfare of all its students. We recognise that safeguarding against radicalisation is no different from safeguarding against any other vulnerability. The anti-radicalisation policy sets out our beliefs, strategies and procedures to protect vulnerable individuals from being radicalised or exposed to extremism, by identifying who they are and providing them with support.

This policy applies to the whole school, including the Early Years Foundation Stage (EYFS) and all other activities provided by the school, inclusive of those outside of the normal school hours such as breakfast club, afterschool clubs and all staff (teaching and support staff) working in the school.

This anti-radicalisation policy links to the following school policies:

Child Protection / Safeguarding Children Policy; Behaviour and Anti-bullying Policy, e-Safety Policy, Whistleblowing Policy; and, Personal Social Health and Emotional Policy (PSHE), Staff Handbook and Local Authority guidelines on safer recruitment.

AIMS AND PRINCIPLES

King Athelstan Primary School's anti-radicalisation policy is intended to provide a framework for dealing with issues relating to vulnerability, radicalisation and exposure to extreme views, both far left and far right. It clearly sets out how the school will deal with such incidents and identifies how the curriculum and ethos underpins our actions.

The objectives are that:

All members of the Senior Leadership Team, governors, teachers, support and administrative staff will have an understanding of what radicalisation is and why we need to be vigilant in school.

All parents/carers and pupils will know that we have policies in place to keep pupils safe from harm and that we regularly review these to ensure they are appropriate and effective.

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 students are safe from harm.

PREVENT SCHOOL LEADS:

Emily Newton and Tim Holmes are the Designated Safeguarding Leads (DSL) and Denise Ramkissoon is Deputy Designated Safeguarding Lead. John Cannon is our Designated Safeguarding Governor.

DEFINITIONS AND INDICATORS

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.

Extremism is defined as the holding of extreme political or religious views.

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
- Their 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 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.

PROCEDURES FOR REFERRALS

It is important for us to be constantly vigilant and remain fully informed about the issues which affect the area in which we teach and from where our students come from. Staff are reminded to suspend any 'professional disbelief' that instances of radicalisation 'could not happen here'. All incidents must be dealt with by following the Child Protection Policy and reported directly to the Designated Safeguarding Lead.

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 groups. We must have the confidence to challenge, the confidence to intervene and ensure that we have strong safeguarding practices.

The Designated Safeguarding Lead or the deputy DSL will deal swiftly with any referrals made by staff or with concerns reported by staff in line with our Safeguarding and Child Protection Policy and in discussion with the Single Point of Access (SPA).

The Designated Safeguarding Lead will discuss the most appropriate course of action on a case-by-case basis, this includes when there are concerns that a child is missing from education and/or and has been taken aboard.

THE ROLE OF THE CURRICULUM

Our curriculum promotes respect, tolerance and diversity. Students 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 PSHE provision is embedded across the curriculum, 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 students 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. They are taught to seek adult help if they are upset or concerned about anything they read or see on the internet.

STAFF TRAINING

In order to fulfil our requirements of the Prevent Duty, King Athelstan Primary School will:

Ensure the DSL and Deputy DSL undertakes Prevent awareness training and are able to provide advice and support to other members of staff on protecting children from risk of radicalisation. (NB whole staff training provided by Met Police Summer Term 2015)

Ensure staff are trained to be vigilant in spotting signs of extremist views (both far right and far left) and behaviours and that they always report to the DSL's which may suggest a pupil, another member of staff or visitor is expressing opinions which may cause concerns. Staff should follow the normal Safeguarding procedure and report concern.

Staff training will be updated annually alongside the Child Protection training. Normally this will take place at the Autumn INSET or as part of the Safeguarding Induction process for staff starting at a different time of year.

POLICY REVIEW

The anti-radicalisation policy will be reviewed annually as part of the overall Safeguarding and Child Protection policy and procedures review.

Additional materials

Prevent strategy, GOV.UK - Home Office (Adobe pdf file)

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

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.

'Keeping Children Safe in Education' DfE March 2015

Legal Status: The Counter-Terrorism and Security Act (2015) places a duty on our school to have due regard to the need to prevent people from being drawn into terrorism. We recognise that we are partners in the 'Channel Panels' that exist between the Local Authority and the chief officer of the local police.

This policy complies with Part 2, paragraphs 5 (a) to (e) inclusive of the Education (Independent School Standards) (England) Regulations 2015, and other relevant and current regulations and any other guidance to which schools are obliged to have regard.

In adhering to this policy, and the procedures therein, staff and visitors contribute to King Athelstan Primary School's delivery of the outcomes to all children, as set out in s10 (2) of the Children's Act 2004.

This Preventing Extremism and Radicalisation Safeguarding Policy is one element within our overall School arrangements to Safeguard and Promote the Welfare of all Children in line with our statutory duties set out at

s175 of the Education Act 2002.

Our School's Preventing Extremism and Radicalisation Safeguarding Policy also draws upon the guidance contained in Keeping Children Safe in Education (KCSIE) (DfE: 2015); Working Together to Safeguard Children (WT) A guide to inter-agency working to safeguard and promote the welfare of children (HM Government: 2015) and also Resources 'Learning Together to be Safe', 'Prevent: Resources Guide', 'Tackling Extremism in the UK', DfE's 'Teaching Approaches that help Build Resilience to Extremism among Young People' and Peter Clarke's Report of July 2014

