

Extremism and Radicalisation

January 2022



www.teaguesbridgeprimary.org



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Governor responsibility	Rose Gregory/Reverend Kevin Evans

Extremism & Radicalisation Policy

This policy should be read with the following policies;

- Safeguarding Policy
- Equality Policy
- E-Safety Policy
- Behaviour Policy
- PREVENT Strategy HM Gov
- Keeping Children Safe in Education 2021
- Working Together to Safeguard Children HM Government 2018

I. POLICY STATEMENT

Teagues Bridge 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 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

Teagues Bridge Primary School Extremism and Radicalisation Policy links to the following Redhill Primary School policies:

- Safeguarding
- Equality Policy
- Anti-bullying Policy
- Behaviour 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 2021
- Working Together to Safeguard Children HM Government 2018

3. AIMS AND PRINCIPLES

3.1.1 Teagues Bridge Primary School 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.

3.1.2 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 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. DEFINITIONS 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 o provocative behaviour
 - damage to property
 - derogatory name calling
 - possession of prejudice-related materials o prejudice related ridicule or name calling o inappropriate forms of address
 - refusal to co-operate
 - attempts to recruit to prejudice-related organisations o condoning or supporting violence towards others.

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.

5. WHY IS IT IMPORTANT FOR SCHOOLS TO DISCUSS EXTREMISM?

5.1 At Teagues Bridge Primary School, we recognise that education is a powerful tool equipping pupils with the knowledge, skills and reflex to think for themselves, to challenge and debate and giving pupils the opportunity to learn about different cultures and faiths and, to gain an understanding of the values we share.

5.2 At Teagues Bridge Primary School we can support our pupils in this by providing a safe environment for discussing controversial issues and helping pupils understand how they can influence and participate in decision making. We will encourage pupils to express their views but also to appreciate the impact their views can have on others, to take responsibility for their actions and to understand that the use of violence to further any cause is criminal.

6. PROCEDURES FOR REFERRALS

6.1 Although serious incidents involving radicalisation have not occurred at Teagues Bridge 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, 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).

6.2 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.

6.3 Sarah Abdulla, Natalie Woods, Mark Hale and Emma Wilkinson, the Designated Safeguarding Leads will deal swiftly with any referrals made by staff or with concerns reported by staff.

6.4 The DSLs 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)

6.5 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.

7. GOVERNORS, LEADERS AND STAFF

7.1 The DSLs are the leaders for referrals relating to extremism and radicalisation. In the unlikely event that no DSL is available, all staff know the channels by which to make referrals via the safeguarding board in the staffroom.

7.2 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.

7.3 The DSLs will work in conjunction with external agencies to decide the best course of action to address concerns which arise.

7.4 Prejudicial behaviour can be a factor in radicalisation and extremism. With this in mind, Teagues Bridge Primary School has updated procedures for dealing with prejudicial behaviour, as outlined in the Behaviour Policy and Equality Policy.

8. THE ROLE OF THE CURRICULUM

8.1 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.

8.2 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.

8.3 Curricular enhancements are bought into our school to enable children to experience and reflect on scenarios in role-play e.g. theatre workshops on differences and extremism.

8.4 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.

9. STAFF TRAINING

9.1 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.

10. VISITORS AND THE USE OF SCHOOL PREMISES

10.1 Upon arriving at the school, all visitors including contractors, will be advised of 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. Posters are displayed around the school containing pictures of the DSLs.

10.2 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 Extremism and Radicalisation Policy, the school will contact the police and terminate the contract.

II. ADDITIONAL MATERIALS

II.1 See Appendix 2 for further reading

12. POLICY REVIEW

12.1 Teagues Bridge Primary School Extremism and Radicalisation Policy will be reviewed annually as part of the overall Safeguarding policy review.

Appendix I – 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 DSLs.
- All incidents will be fully investigated and recorded in line with the Safeguarding 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 DSLs 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 Prevent Team at Telford and Wrekin Council (lead professionals are Paul Fenn and Jas Bedesha) or to Telford and Wrekin Children's Services.
- In the event of a referral relating to serious concerns about potential radicalisation or

extremism, the school will also contact the local police or the West Midlands Police Counter Terrorism Unit or telephone the Anti-Terrorism Hotline on 0800 789 321. The Department of Education has dedicated a telephone hotline – 020 7340 7264 to enable staff and governors to raise concerns about extremism directly. Concerns can also be raised by email to counter.extremism@education.gsi.gov.uk. It is important to note that the D of E

helpline is not designed for emergency situations when the usual emergency procedures should be followed.

Appendix 2 – 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 2021
- Working Together to Safeguard Children HM Gov 2018
- 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.

Please read this policy in conjunction with our data protection policy and privacy notice for staff, in regards to sharing information with 3rd parties.