

Bredenbury Primary School
PREVENTING EXTREMISM AND RADICALISATION POLICY
October 2018

Signed and dated:
Chair of Governors
Headteacher

Bredenbury Primary School is committed to providing a secure environment for all of our students, staff and stakeholders.

REGULATIONS - Preventing Extremism and Radicalisation

The current threat from terrorism extremism in the United Kingdom can involve the exploitation of vulnerable people, including children, young people and vulnerable adults to involve them in terrorism or activity in support of terrorism. Since 2010, when the Government published the **Prevent Strategy**, there has been an awareness of the specific need to safeguard children, young people and families from violent extremism.

Under the Counter Terrorism and Security Act 2015 the school has a statutory duty to have due regard to the need to prevent people from being drawn into terrorism.

This Policy draws upon the guidance contained in the DfE Guidance “Keeping Children Safe in Education, 2015”; and specifically DCSF 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.

Indicators of vulnerability to radicalisation are to be found in Appendix A.

New policy written:	July 2015
Reviewed annually by Governors in:	October 2018
Ratified by governors on:	24.10.2018
To be reviewed in:	October 2021
The Single Point of Contact (SPOC) is:	Mrs S McAtear
The named Child Protection Governor is:	Mr T Hayes
The Committee responsible for maintaining, monitoring and evaluating the implementation of this policy is:	Full Governing Body

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SCHOOL ETHOS AND PRACTICE

There is no place for extremist views of any kind in our school, whether from internal sources – pupils, staff or governors, or external sources - school community, external agencies or individuals. Our pupils see our school as a safe place where they can explore controversial issues safely and where our teachers encourage and facilitate this – we have a duty to ensure this happens.

As a school we recognise that extremism and exposure to extremist materials and influences can lead to poor outcomes for children 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 pupils.

Extremists of all persuasions aim to develop destructive relationships between different communities by promoting division, fear and mistrust of others based on ignorance or prejudice and thereby limiting the life chances of young people. Education is a powerful weapon against this; equipping young people with the knowledge, skills and critical thinking, to challenge and debate in an informed way.

Therefore we will provide a broad and balanced curriculum, delivered by skilled professionals, so that our pupils are enriched, they understand and become tolerant of difference and diversity and also to ensure that they thrive, feel valued and not marginalised. Furthermore at Bredenbury Primary School we are aware that young people can be exposed to extremist influences or prejudiced views from an early age which emanate from a variety of sources and media, including via the internet, and at times pupils may themselves reflect or display views that may be discriminatory, prejudiced or extremist, including using derogatory language.

Any prejudice, discrimination or extremist views, including derogatory language, displayed by pupils or staff will always be challenged and where appropriate dealt with in line with our Behaviour Policy for pupils and the Code of Conduct for staff. Where misconduct by a teacher is proven the matter will be referred to the National College for Teaching and Leadership for their consideration as to whether a Prohibition Order is warranted.

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As part of wider safeguarding responsibilities school staff will be alert to:

- a. Disclosures by pupils of their exposure to the extremist actions, views or materials of others outside of school, such as in their homes or community groups.
- b. Graffiti symbols, writing or art work promoting extremist messages or images
- c. Pupils accessing extremist material online, including through social networking sites
- d. Parental reports of changes in behaviour, friendship or actions and requests for assistance
- e. Partner schools, local authority services, and police reports of issues affecting pupils in other schools or settings
- f. Pupils voicing opinions drawn from extremist ideologies and narratives
- g. Use of extremist or 'hate' terms to exclude others or incite violence
- h. Intolerance of difference, whether secular or religious or, in line with our equalities policy, views based on, but not exclusive to, gender, disability, homophobia, race, colour or culture
- i. Attempts to impose extremist views or practices on others
- j. Anti-Western or Anti-British views.

RISK REDUCTION

The School Governors, Headteacher 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 RE curriculum, SEND policy, assembly policy, E Safety policy, visiting speakers, the use of school premises by external agencies, anti-bullying policy and other issues specific to the school's profile, community and philosophy.

The school will screen staff, visitors and volunteers to ensure that they will not deliver messages of extremism or radicalisation.

This risk assessment will be reviewed as part of the Annual Report to Governors that is monitored by the local authority and the local safeguarding children board.

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RESPONSE

Our school, like all others, is 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.

The SPOC at Bredenbury Primary School will be the Head Teacher. The responsibilities of the SPOC are described in Appendix 2.

Staff at Bredenbury Primary School will be alert to the fact that whilst Extremism and Radicalisation is broadly a safeguarding issue there may be some instances where a child or children may be at direct risk of harm or neglect. For example; this could be due to a child displaying risky behaviours in terms of the activities they are involved in or the groups they are associated with or staff may be aware of information about a child's family that may equally place a child at risk of harm. (These examples are for illustration and are not definitive or exhaustive)

Therefore all adults working in Bredenbury Primary School (including visiting staff, volunteers, contractors and students on placement) are required to report instances where they believe a child may be at risk of harm or neglect or if they have concerns that a student may be at risk of radicalisation or involvement in terrorism They should speak with the SPOC, Mrs Dawn Wilson.

REFERRING CONCERNS

Where there are concerns of extremism or radicalisation parents, pupils and staff will be encouraged to make use of our internal systems to raise any issue in confidence with senior management. Our lead person for Prevent is The Single Point of Contact (SPOC) who would normally be the first point of contact should there be concerns. If for any reason this creates a difficulty for the referrer, they can contact the Local Authority 'Prevent' coordinator, First Response Team, Education Safeguarding Advice Service or Ofsted depending on the level of concern. Contact details for these agencies can be found at the end of this policy document

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Staff should refer to the School Whistle Blowing Policy under which they are entitled to employment protection for raising genuine concerns outside of the school environment.

TEACHING APPROACHES

We will all 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 elsewhere may make it harder for them to challenge or question these radical influences.

In our school this will be achieved by good teaching, primarily via PSHE; but also by adopting the methods outlined in the Government's guidance 'Teaching approaches that help build resilience to extremism among young people' DfE 2011 and Promoting fundamental British values as part of SMSC in schools - Departmental advice for maintained schools 1 November 2014.

We will ensure that all of our teaching approaches help 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 of our staff are equipped to recognise extremism and are skilled and confident enough to challenge it.

We will be flexible enough to adapt our teaching approaches, as appropriate, as to address specific issues so as to become even more relevant to the current issues of extremism and radicalisation. In doing so we will apply the 'key ingredients' see Appendix C, and we will apply the methodologies set out in that document following the three broad categories of:

1. Making a connection with young people using a pupil centred approach
2. Facilitating a 'safe space' for dialogue
3. Equipping our pupils with the appropriate skills, knowledge, understanding and awareness for resilience

Therefore this approach will be embedded within the ethos of our school so that pupils know and understand what safe and acceptable behaviour is in the context of extremism and radicalisation. This will work in conjunction with our schools approach to the spiritual, moral, social and cultural development of

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pupils as defined in OFSTED's School Inspection Handbook September 2015 and will include the sound use of assemblies to help further promote this rounded development of our pupils.

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:

- a. Citizenship programmes
- b. Open discussion and debate
- c. Work on anti-violence and a restorative approach addressed throughout the curriculum
- d. Focused educational programmes

We will also work with local partners, families and communities in our efforts to ensure our school understands and embraces our local context and values in challenging extremist views and to assist in the broadening of our pupil's experiences and horizons. We will help support pupils who may be vulnerable to such influences as part of our wider safeguarding responsibilities and where we believe a pupil is being directly affected by extremist materials or influences we will ensure that that pupil is offered mentoring. Additionally in such instances our school will seek external support from the Local Authority and/or local partnership structures working to prevent extremism.

At Bredenbury 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 no faith. It is indeed our most fundamental responsibility to keep our pupils safe and prepare them for life in modern multi-cultural Britain and globally.

USE OF EXTERNAL AGENCIES AND SPEAKERS

At Bredenbury Primary School we encourage the use of external agencies or speakers to enrich the experiences of our pupils, however we will positively vet those external agencies, individuals or speakers who we engage to provide such learning opportunities or experiences for our pupils. Such vetting is to ensure that we do not unwittingly use agencies that contradict each other with

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their messages or that are inconsistent with, or are in complete opposition to, the school's values and ethos. We must be aware that in some instances the work of external agencies may not directly be connected with the rest of the school curriculum so we need to ensure that this work is of benefit to pupils.

Our school will assess the suitability and effectiveness of input from external agencies or individuals to ensure that:

- a. Any messages communicated to pupils are consistent with the ethos of the school and do not marginalise any communities, groups or individuals
- b. Any messages do not seek to glorify criminal activity or violent extremism or seek to radicalise pupils through extreme or narrow views of faith, religion or culture or other ideologies
- c. Activities are properly embedded in the curriculum and clearly mapped to schemes of work to avoid contradictory messages or duplication.
- d. Activities are matched to the needs of pupils
- e. Activities are carefully evaluated by schools to ensure that they are effective

We recognise, however, that the ethos of our school is to encourage pupils to understand opposing views and ideologies, appropriate to their age, understanding and abilities, and to be able to actively engage with them in informed debate, and we may use external agencies or speakers to facilitate and support this.

By delivering a broad and balanced curriculum, augmented by the use of external sources where appropriate, we will strive to ensure our pupils recognise risk and build resilience to manage any such risk themselves where appropriate to their age and ability but also to help pupils develop the critical thinking skills needed to engage in informed debate.

CHANNEL PROGRAMME

Channel is a multi-agency partnership helping to safeguard individuals who are vulnerable to radicalisation, regardless of faith, ethnicity or background. This is similar to the way in which individuals at risk from involvement in crime, drugs

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and other social issues are supported. By providing support to those most at risk, they can be diverted away from potential threats that might draw them into criminal activity.

Channel has access to a variety of support packages and interventions appropriate in working with risks of extremism that include:

- Mentoring support providing personal guidance including addressing extremist ideologies, religious interpretations
- Developing life and social skills, for example dealing with peer pressure
- Anger management sessions
- Cognitive behavioural therapy to support attitudes and behaviours
- Constructive leisure activities
- Education and training activities
- Careers focused activities
- Family support including relationships and skills work
- Support with physical and/or mental health
- Housing support
- Drug and alcohol support

SAFEGUARDING

Bredenbury Primary School acknowledges the important role that the curriculum can play in the prevention of abuse and in the preparation of our pupils for the responsibilities of adult life and citizenship. It is expected that all teachers will consider the opportunities that exist in their classroom and teaching for addressing aspects of Safeguarding.

Staff will be alert to the fact that whilst Extremism and Radicalisation is broadly a safeguarding issue there may be some instances where a child or children may be at direct risk of harm or neglect. For example; this could be due to a child displaying risky behaviours in terms of the activities they are involved in or the groups they are associated with or staff may be aware of information about a child's family that may equally place a child at risk of harm. (These examples are for illustration and are not definitive or exhaustive)

Therefore all adults working at Bredenbury Primary School (including visiting staff, volunteers', contractors, and students on placement) are required to report instances where they believe a child may be at risk of harm or neglect to

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the SPOC/Headteacher who will make a referral to children's social care or the Herefordshire Prevent team when appropriate.

The SPOC works in line with the responsibilities as set out at Annex B of the DfE Guidance 'Keeping Children Safe in Education' 2015.

The SPOC is the focus person and local 'expert' for school staff, and others, who may have concerns about an individual child's safety or wellbeing and is the first point of contact for external agencies. In line with Recommendation 2 of Peter Clarke's Report; the role of the designated child protection lead will be extended, at the appropriate time, to include the responsibilities of the **PREVENT** strand of the Government's counter-terrorism strategy.

TRAINING

All staff, including temporary staff, and volunteers will receive an induction in regard to our Safeguarding policy and procedures. This will include information and guidance about our duty to prevent people from being drawn into terrorism.

Whole school in-service training in regard to safeguarding and child protection will be organised for staff, governors and volunteers at least every three years and will, in part, include awareness raising on extremism and radicalisation and its safeguarding implications.

The SPOC will attend appropriate and relevant training courses in regard to safeguarding children, including the appropriate inter-agency training organised by the Safeguarding Children Board at least every two years. This will include accessing training on extremism and radicalisation and its safeguarding implications. The SPOC will ensure that all adults working in the school receive appropriate levels of training, guidance and support in regard to safeguarding children from extremism and radicalisation.

RECRUITMENT AND STAFF CONDUCT

The arrangements for recruiting all staff, permanent and volunteers, to our school will follow guidance for safer recruitment best practice in education

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settings, including, but not limited to, ensuring that DBS checks are always made at the appropriate level, that references are always received and checked and that we complete and maintain a single central record of such vetting checks. We will apply safer recruitment best practice principles and sound employment practice in general and in doing so will deny opportunities for inappropriate recruitment or advancement.

We will be alert to the possibility that persons may seek to gain positions within our school so as to unduly influence our schools character and ethos. We are aware that such persons seek to limit the opportunities for our pupils thereby rendering them vulnerable to extremist views and radicalisation as a consequence. Therefore, by adhering to safer recruitment best practice techniques and by ensuring that there is an ongoing culture of vigilance within our school and staff team we will minimise the opportunities for extremist views to prevail.

Referrals to the Herefordshire LADO service will be made when appropriate as per statutory guidance and our Safeguarding Children Policy.

ROLE OF GOVERNING BODY

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 of our school will support the ethos and values of our school and will support the school in tackling extremism and radicalisation. In line with the provisions set out in the DfE guidance 'Keeping Children Safe in Education, 2015 the Governing Body will challenge the school's team on the delivery of this policy and monitor its effectiveness.

Governors will review this policy regularly (annually) and may amend and adopt it outside of this timeframe in accordance with any new legislation or guidance or in response to any quality assurance recommendations pertaining to the delivery of this policy and the overall safeguarding arrangements made.

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EQUALITY STATEMENT

At Bredenbury Primary School, we are committed to ensuring equality of opportunity for all pupils, staff, parents and carers irrespective of race, gender, disability, belief, sexual orientation, age or socio-economic background. We aim to develop a culture of inclusion and diversity in which all those connected to the school feel proud of their identity and ability to participate fully in school life.

At Bredenbury Primary School, we believe that diversity is a strength which should be respected and celebrated by all those who learn, teach and visit us.

EQUALITY IMPACT ASSESSMENT (EqIA)

This policy has been assessed with regard to its impact on equalities issues. The EqIA has been conducted by the relevant Governor' subcommittee and focused on race, gender, disability, age, sexual orientation, gender identity and religion/belief. Community cohesion has also formed part of the impact assessment work in order to ensure respect for diversity, alongside a commitment to common and shared bond.

EqIA outcome:

The assessment found no area of potential negative impact.

MONITORING AND REVIEW

This policy was considered and ratified by the Governing body in line with their overall duty to safeguard and promote the welfare of pupils as set out in the DfE guidance 'Keeping Children Safe in Education' (May 2016), the "Counter-Terrorism and Security Act" (2015) and the "Prevent Duty" guidance (June 2015) Parents will be issued with a hard copy of this policy on request. In Bredenbury Primary School the Designated Safeguarding Lead 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 pupils.

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Appendix A. Indicators of vulnerability to radicalisation

1. Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism leading to terrorism.
2. Terrorism is defined by the Government in the Prevent Strategy as: 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. We also include in our definition of extremism calls for the death of members of our armed forces, whether in this country or overseas.
3. Extremism is defined by the Crown Prosecution Service as: The demonstration of unacceptable behaviour by using any means or medium to express views which:
 - a. Encourage, justify or glorify terrorist violence in furtherance of particular beliefs;
 - b. Seek to provoke others to terrorist acts;
 - c. Encourage other serious criminal activity or seek to provoke others to serious criminal acts; or
 - d. Foster hatred which might lead to inter-community violence in the UK.
4. 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.
5. 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.
6. Indicators of vulnerability include:
 - a. Identity Crisis – pupil is distanced from their cultural / religious heritage and experiences discomfort about their place in society;
 - b. Personal Crisis – pupil may be experiencing family tensions; a sense of isolation; and low self-esteem; they may have dissociated from their existing friendship group and become involved with a new and different

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group of friends; they may be searching for answers to questions about identity, faith and belonging;

- c. Personal Circumstances – migration; local community tensions; and events affecting the pupils 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;
 - d. Unmet Aspirations – the pupil may have perceptions of injustice; a feeling of failure; rejection of civic life;
 - e. Experiences of Criminality – which may include involvement with criminal groups, imprisonment, and poor resettlement/ reintegration;
 - f. Special Educational Need – pupils may experience difficulties with social interaction, empathy with others, understanding the consequences of their actions and awareness of the motivations of others.
7. However, this list is not exhaustive, nor does it mean that all young people experiencing the above are at risk of radicalisation for the purposes of violent extremism.
8. More critical risk factors could include:
- a. Being in contact with extremist recruiters;
 - b. Accessing violent extremist websites, especially those with a social networking element;
 - c. Possessing or accessing violent extremist literature;
 - d. Using extremist narratives and a global ideology to explain personal disadvantage;
 - e. Justifying the use of violence to solve societal issues;
 - f. Joining or seeking to join extremist organisations; and
 - g. Significant changes to appearance and / or behaviour;
 - h. Experiencing a high level of social isolation resulting in issues of identity crisis and / or personal crisis.

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Appendix B. Preventing violent extremism - Roles and responsibilities of the Single Point of Contact (SPOC)

The SPOC for Bredenbury Primary School is the Headteacher, who is responsible for:

- a. Ensuring that staff of the school are aware that you are the SPOC in relation to protecting pupils from radicalisation and involvement in terrorism;
- b. Maintaining and applying a good understanding of the relevant guidance in relation to preventing students/pupils from becoming involved in terrorism, and protecting them from radicalisation by those who support terrorism or forms of extremism which lead to terrorism;
- c. Raising awareness about the role and responsibilities of Bredenbury Primary School in relation to protecting students/pupils from radicalisation and involvement in terrorism;
- d. Monitoring the effect in practice of the school's RE curriculum and assembly policy to ensure that they are used to promote community cohesion and tolerance of different faiths and beliefs;
- e. Raising awareness within the school about the safeguarding processes relating to protecting pupils from radicalisation and involvement in terrorism;
- f. Acting as the first point of contact within the school for case discussions relating to pupils who may be at risk of radicalisation or involved in terrorism;
- g. Sharing any relevant additional information in a timely manner.