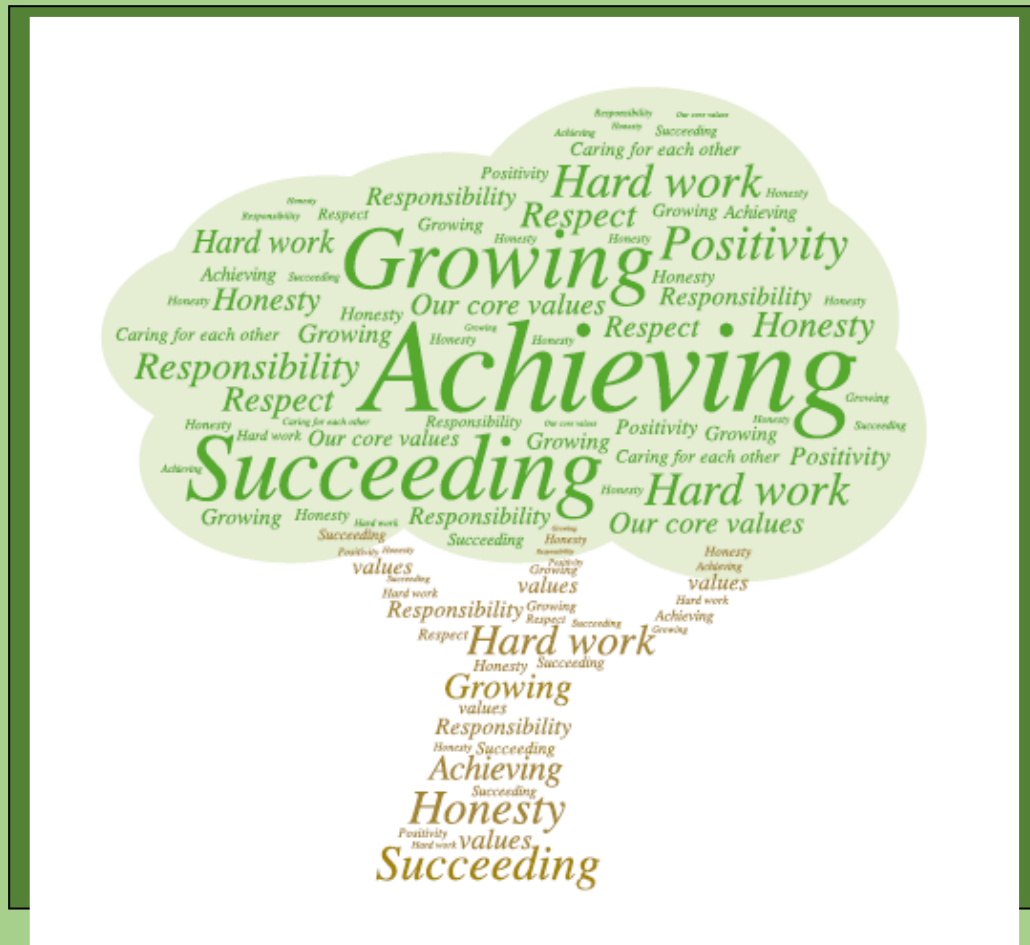


Park End Primary School



Approved By: *David Jackson*
 Date: 4.10.17

Safeguarding Against Radicalisation and Extremism

Review Date	Type of Review	Comments	Initials
4.10.17	FGM	New policy	JW/LR

Policy Statement

Park End Primary school is fully committed to safeguarding the welfare of all pupils and staff. Safeguarding against radicalisation and extremism, is no different to safeguarding against any other vulnerability.

The school's tackling radicalisation and extremism policy sets out our beliefs, strategies and procedures to protect vulnerable individuals from being radicalised or exposed to extremist views, by identifying individuals and providing support.

Other School Policies

This policy should be read in conjunction with other school policies including:

Safeguarding Statement

Safeguarding Policy - Child Protection

Accessibility and Equality Policy

Anti-Bullying Policy

Peer on Peer Abuse Policy

Behaviour Policy

E-Safety Policy

Visitors and Volunteers Policy

National Guidelines:

PREVENT Strategy HM Gov

Keeping Children Safe in Education DfE 2017

Working Together to Safeguard Children HM Gov

The Preventing Extremism and Radicalisation 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 S157/S175 of the Education Act 2002.

Our school's Preventing Extremism and Radicalisation Policy also draws upon the guidance produced by DfE Guidance "Keeping Children Safe in Education, 2015", HM government document "Prevent strategy: A guide for local partners in England" and the "Counter Terrorism and Security Act 2015". .

Aims and Principles

The Tackling 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.

The objectives are that:

- all members of staff and governors will have an understanding of what radicalisation and extremism are and why we need to be vigilant in school.
- all members of staff and governors will know what the school policy is on tackling extremism and radicalisation and will follow the policy guidance swiftly when issues arise

- all members of staff and governors 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 members of staff and governors 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.

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.

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.
- 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 or provocative behaviour
 - damage to property or 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 and Referrals

Although serious incidents involving radicalisation have not occurred at Park End 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) 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.

Four members of the Senior Leadership Team (SLT) are trained as Nominated Persons for Child Protection and Safeguarding and will deal swiftly with any referrals made by staff or with concerns reported by staff.

The Head Teacher and/or SLT 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)

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 website.

Leaders, Staff and Governors

The Head Teacher and nominated members of the SLT are the leaders for referrals relating to extremism and radicalisation. In the unlikely event that a member of SLT or the Head Teacher are not available, all staff know the channels by which to make referrals via the safeguarding board in the staffroom.

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.

The Head teacher and SLT will work in conjunction with external agencies to decide the best course of action to address any concerns which arise.

The Role of the Curriculum

Our curriculum 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 PSHE provision (Jigsaw scheme of work) is embedded across the curriculum. It directs our assemblies and underpins the ethos of the school. It is recognised nationally 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. Our curriculum is published on our website.

Children are 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

Through INSET and Staff Meeting 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.

The Designated Safeguarding Lead and other members of the SLT attend safeguarding update training every two years with updates passed on to staff. All staff receive safeguarding training every year which will include training upon extremism and radicalisation.

Visitors and the Use of School Premises

If any member of staff wishes to invite a visitor in the school, they must first discuss this with their Key Stage Leader or Head teacher. Only after agreement from the Head Teacher can the visitor enter school and then they will be subject to Safeguarding Checks including DBS checks and photo identification. Children should NEVER be left unsupervised with external visitors, regardless of safeguarding check outcomes.

Upon arriving at the school, all visitors including contractors, will read 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.

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

Policy Review

The Safeguarding against Radicalisation and Extremism Policy will be reviewed annually as part of the overall Safeguarding Policy review.

Appendix 1 – 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 Designated Safeguarding Lead (Mrs L. Richardson) or if unavailable the Deputy Safeguarding Leads (Miss Rennison & Mrs Walker).

All incidents will be fully investigated and recorded in line with Behaviour Policy and records will be kept in line with procedures for any other safeguarding incident. Parents and carers will be contacted and the incident discussed, 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 record of this meeting is kept alongside the initial referral and it will be recorded on Cpoms.

The DSL will 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 Children's Social Care. In the event of a referral relating to serious concerns about potential radicalisation or extremism, the school will also contact Middlesbrough Police Counter Terrorism Unit (CTU) Security and Partnership Office for our locality

Appendix 2 - Additional materials (Available in main office, on school website or by searching online)

Prevent Strategy, GOV.UK – Home Office
Prevent Leaflet (available at the school office)
Prevention of Violent Extremism (published in 2008 by the Department for Children, Schools and Families (DCSF), a predecessor of the Department for Education).