



A place to shine ...

***Let light shine out of darkness and God's light shine in our hearts
2 Corinthians ch4, v6***

Anti Radicalisation Policy

Consultation that has taken place	November 2019
Date formally approved by governors	November 2019
Date policy became effective	November 2019
Review date	November 2022
Person responsible for implementation and monitoring	Mrs Dawn Day Mrs Faye Kerr
Other relevant policies	Safeguarding Policy

***'Turn away from evil and do good; seek peace and pursue it.'* (Psalm 34:14)**

Introduction

Central Walker Church of England Primary School is fully committed to safeguarding and promoting the welfare of all of our pupils. As a school, we recognise that safeguarding against radicalisation is no different from safeguarding against any other vulnerability.

At Central Walker Church of England Primary School, all staff are expected to uphold and promote the fundamental principles of British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs.

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.

Aims and Principles

The main aims of this policy are to ensure that staff are fully engaged in being vigilant about radicalisation; that there is no 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.

The principle objectives are that:

- All staff and governors will have an understanding of what radicalisation and extremism are and the reasons for being vigilant in school.
- All staff and governors will know what the school policy is on anti-radicalisation and extremism and will follow the policy when issues arise.
- All parents and pupils will know that the school has policies in place to keep pupils safe from harm and that the school regularly reviews our systems to ensure they are appropriate and effective.

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
- Possession of materials or symbols associated with an extremist cause
- Attempts to recruit others to the group or cause
- Using insulting to derogatory names for another group
- Increase in prejudice-related incidents committed which may include physical or verbal abuse, provocative behaviour, damage to property, derogatory name calling, prejudice related ridicule or name calling, inappropriate forms of address, refusal to cooperate, condoning or supporting violence towards others.

Preventing Radicalisation

The Counter Terrorism and Security Act 2015 places a duty on schools to prevent people being drawn into terrorism. This duty applies to all schools, whether publicly funded or independent, and organisations covered by the Early Years Foundation Stage framework.

Whilst widespread internet access has been a fantastic asset to the modern classroom, we must accept that it has also brought some very real risks. These days, if people want something, they search for it online – unfortunately, that is as true of academic resources as it is extremist propaganda. The Government responded to this threat with The Counter Terrorism and Security Act 2015. The Act makes it clear that schools have a legal obligation to ‘prevent people from being drawn into terrorism’.

There are many factors that contribute to a pupil's susceptibility to radicalisation. For example, it is not uncommon for school-aged children to suffer from identity crises and grievances that are sometimes spurred by feelings of inadequacy surrounding race, religion, gender and sexual orientation. These feelings can leave children vulnerable to extremist ideologies that are pushed out over the internet by individuals who persuade their vulnerable and impressionable victims of their point of view, by relating it back to the targets' backgrounds. Children are most vulnerable to this type of grooming over the internet, especially on social media. And possibly leading them to adopting what we consider to be extreme views, and becoming radicalised. Curiosity could lead to children seeking out these people, or these people could befriend children in order to encourage them to adopt beliefs or persuade them to join groups whose views and actions we as adults would consider extreme. Children may be exposed to new influences and potentially risky behaviours, influence from peers, influence from older people or the internet as they may begin to explore.

There is no single driver of radicalisation, nor is there a single journey to becoming radicalised. The internet creates more opportunities to become radicalised, since it is a worldwide 24/7 medium that allows you to find and meet people who share and will reinforce your opinions.

Extremists look to identify, target and contact young people. It's easy to pretend to be someone else on the internet, so children can sometimes end up having conversations with people whose real identities they may not know, and who may encourage them to embrace extreme views and beliefs. People who encourage young people to do this are not always strangers. In many situations, they may already have met them, through their family or social activities, and then use the internet to build rapport with them. Sometimes children do not realise that their beliefs have been shaped by others, and think that the person is their friend, family member or mentor and have their best interests at heart.

Schools Leaders must:

- Establish or use existing mechanisms for understanding the risk of extremism
- Ensure staff understand the risk and build capabilities to deal with it
- Communicate and promote the importance of the duty
- Ensure staff implement the duty effectively

Other duties on schools include:

- Effective partnership working with other local agencies, e.g. LSCB, police, health, etc.
- Information sharing
- Maintaining appropriate records
- Assessing local risk of extremism (including Far Right extremism)
- Demonstrating they are protecting children
- Developing clear protocols for visiting speakers
- Safeguarding policies that take account of LSCB policies and procedures
- Training staff to give them knowledge and confidence
- Ensuring there is robust ICT protocols that filter out extremist materials

School buildings must not be used to give a platform to extremists

Understanding and recognising risks and vulnerabilities of radicalisation

Children and young people can be drawn into violence or they can be exposed to the messages of extremist groups by many means.

These can include through the influence of family members or friends and/or direct contact with extremist groups and organisations or, increasingly, through the internet. This can put a young person at risk of being drawn into criminal activity and has the potential to cause *significant harm*.

The risk of radicalisation is the product of a number of factors and identifying this risk requires that staff exercise their professional judgement, seeking further advice as necessary. It may be combined with other vulnerabilities or may be the only risk identified.

Potential indicators include:

- Use of inappropriate language;
- Possession of violent extremist literature;
- Behavioural changes;
- Advocating violent actions and means;
- Association with known extremists;
- Seeking to recruit others to an extremist ideology.

Protecting children from the risk of radicalisation should be seen as part of schools' wider safeguarding duties, and is similar in nature to protecting children from other forms of harm and abuse. During the process of radicalisation, it is possible to intervene to prevent vulnerable people being radicalised.

Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism. There is no single way of identifying an individual who is likely to be susceptible to an extremist ideology. It can happen in many different ways and settings. Specific background factors may contribute to vulnerability, which are often, combined with specific influences such as family, friends or online, and with specific needs for which an extremist or terrorist group may appear to provide an answer. The internet and the use of social media in particular has become a major factor in the radicalisation of young people.

As with managing other safeguarding risks, staff should be alert to changes in children's behaviour, which could indicate that they may be in need of help or protection. School staff should use their professional judgement in identifying children who might be at risk of radicalisation and act proportionately which may include making a referral to the Channel programme.

Prevent

From July 2015 specified authorities, including all schools as defined in the summary of this guidance, are subject to a duty under section 26 of the Counter-Terrorism and Security Act 2015 ("the CTSA 2015"), in the exercise of their functions, to have "due regard to the need to prevent people from being drawn into terrorism". This duty is known as the Prevent duty. It applies to a wide range of public-facing bodies. Bodies to which the duty applies must have regard to statutory guidance issued under section 29 of the CTSA 2015 ("the Prevent guidance"). Paragraphs 57-76 of the Prevent guidance are concerned specifically with schools (but also cover childcare). It is anticipated that the duty will come into force for sixth form colleges and FE colleges early in the autumn.

The statutory Prevent guidance summarises the requirements on schools in terms of four general themes: risk assessment, working in partnership, staff training and IT policies.

- Schools are expected to assess the risk of children being drawn into terrorism, including support for extremist ideas that are part of terrorist ideology. This means being able to demonstrate both a general understanding of the risks affecting children and young people in the area and a specific understanding of how to

identify individual children who may be at risk of radicalisation and what to do to support them. Schools and colleges should have clear procedures in place for protecting children at risk of radicalisation. These procedures may be set out in existing safeguarding policies. It is not necessary for schools and colleges to have distinct policies on implementing the Prevent duty.

- The Prevent duty builds on existing local partnership arrangements. For example, governing bodies and proprietors of all schools should ensure that their safeguarding arrangements take into account the policies and procedures of Local Safeguarding Children Boards (LSCBs).
- The Prevent guidance refers to the importance of Prevent awareness training to equip staff to identify children at risk of being drawn into terrorism and to challenge extremist ideas. Individual schools are best placed to assess the training needs of staff in the light of their assessment of the risk to pupils at the school of being drawn into terrorism. As a minimum, however, schools should ensure that the designated safeguarding lead undertakes Prevent awareness training and is able to provide advice and support to other members of staff on protecting children from the risk of radicalisation.
- Schools must ensure that children are safe from terrorist and extremist material when accessing the internet in schools. Schools should ensure that suitable filtering is in place. It is also important that schools teach pupils about online safety more generally.

The Department for Education has also published advice for schools on the Prevent duty. The advice is intended to complement the Prevent guidance and signposts other sources of advice and support.

Channel

School staff should understand when it is appropriate to make a referral to the Channel programme. Channel is a programme, which focuses on providing support at an early stage to people who are identified as being vulnerable to being drawn into terrorism. It provides a mechanism for schools to make referrals if they are concerned that an individual might be vulnerable to radicalisation. An individual's engagement with the programme is voluntary at all stages.

Section 36 of the CTSA 2015 places a duty on local authorities to ensure Channel panels are in place. The panel must be chaired by the local authority and include the police for the relevant local authority area. Following a referral, the panel will assess the extent to which identified individuals are vulnerable to being drawn into terrorism, and, where considered appropriate and necessary consent is obtained, arrange for support to be provided to those individuals. Section 38 of the CTSA 2015 requires partners of Channel panels to co-operate with the panel in the carrying out of its functions and with the police in providing information about a referred individual. Schools and colleges, which are required to have regard to 'Keeping Children Safe in Education 2015', are listed in the CTSA as partners required to co-operate with local Channel panels

Procedures for Referrals

Although serious incidents involving radicalisation have not occurred at Central Walker Church of England Primary School to date, it is important for us to be constantly vigilant and remain fully informed about the issues, which affect the area in which we teach.

There must not be professional disbelief in any of the staff that instances of radicalisation 'could not happen here' and to refer any concerns through the correct channels to the Designated Safeguarding Officers (Head Teachers).

Early intervention is vital and staff must be aware of the processes to refer concerns about individuals or groups. The Assistant Head Teachers and Pastoral Manager (as trained Designated Safeguarding Persons) are also available to discuss concerns and support the Head Teachers in dealing swiftly with any referrals made. The most appropriate course of

action will be taken on a case-to-case basis and a referral will be made to external agencies if needed. In the case of the Head Teachers inciting the radicalisation, referrals will then be addressed by the Chair or Vice Chair of Governing Body or the CEO at NEAT Academy Trust.

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 beliefs, which should not be used to influence others.

Our PSCH provision is embedded across the curriculum and underpins the ethos of the school. It has been recognised that children with low aspirations are more vulnerable to radicalisation and therefore we strive to equip our children with confidence, self-belief, respect and tolerance as well as setting high standards and expectations for themselves.

Children are regularly taught and reminded about how to stay safe on the internet and are encouraged to recognise that people are not always who they say they are on line. They are taught to seek help if they are upset or concerned about anything they read or see on the internet.

Staff Training

Through CPD opportunities we will ensure that staff are fully aware of the threats, risks and vulnerabilities that are linked to radicalisation; are aware of the process of radicalisation and how it may be identified early on.

Managing emerging technologies

Emerging technologies will be examined for educational benefit and a risk assessment will be carried out before use in school is allowed. Pupils are not allowed mobile phones in school, unless handed to staff for safekeeping. If necessary, staff will be issued with a school phone where contact with pupils is required.

Protecting personal data

Personal data will be recorded, processed, transferred and made available according to the General Data Protection Regulation May 2018 (GDPR) and the Data Protection Act 2018 (DPA)