

LEICESTERSHIRE COUNTY
COUNCIL

**HIGHGATE
PRIMARY SCHOOL**

Anti-Extremism &
Radicalisation Policy

2020

‘Living, Learning, Laughing Together.’

Tackling Radicalisation and Extremism

Highgate 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.

This 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 providing them with swift support. All school staff are expected to uphold and promote the fundamental principles of both British Values and the community values of our school, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs.

The Department for Education has called for public bodies to make explicit their preventative measure to minimise the threat of extremism in their settings. From 1st July 2015 under section 26 of the Counter-Terrorism and Security Act 2015, schools were made 'specified authorities' with 'due regard to the need to prevent people from being drawn into terrorism.' This is known as the Prevent Duty.

This policy links to other school policies:

- Child Protection and Safeguarding
- Equalities Policy
- Behaviour policy
- E-safety policy

As a school, we have a duty to pay full regard to the statutory Prevent Duty Guidance (updated April 2019), specifically paragraphs 57-64 of the guidance, concerned specifically with schools.

<https://www.gov.uk/government/publications/prevent-duty-guidance>

DEFINITIONS AND INDICATORS

Radicalisation refers to

- The process by which a person comes to support terrorism and forms of extremism leading to terrorism. Extremism 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.
- Included in this definition of extremism calls for the death of members of our armed forces, whether in this country or overseas. Extremism is defined by the Crown Prosecution Service as: The demonstration of unacceptable behaviour by using any means or medium to express views which:
- Encourage, justify or glorify terrorist violence in furtherance of particular beliefs;
- Seek to provoke others to terrorist acts;
- Encourage other serious criminal activity or seek to provoke others to serious criminal acts; or
- Foster hatred which might lead to inter-community violence in the UK.

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.

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.

This list of indicators of vulnerability is not exhaustive nor does it mean that all young people experiencing the below are at risk of radicalisation for the purposes of violent extremism:

- Identity Crisis – the student / pupil is 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 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; and
- Significant changes to appearance and / or behaviour;
- Experiencing a high level of social isolation resulting in issues of identity crisis and / or personal crisis.
- 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 material or symbols associated with an extremist cause
- Using insulting to derogatory names for another group
- Increase in prejudice-related incidents, which may include:
 - o Physical or verbal assault
 - o Provocative behaviour
 - o Damage to property
 - o Derogatory name calling
 - o Possession of prejudice-related materials
 - o Prejudice related ridicule or name calling
 - o Inappropriate forms of address Refusal to cooperate
 - o Attempts to recruit to prejudice-related organisations
 - o Condoning or supporting violence towards others

We also recognise that numerous factors can contribute to and influence the range of behaviours that are defined as violent extremism, but most young people do not become involved in extremist action. For this reason the appropriate interventions in any particular case may not have any specific connection to the threat of radicalisation, for example they may address mental health, relationship or drug/alcohol issues.

PROCEDURES FOR REFERRALS

Although serious incidents involving radicalisation have not occurred at our school to date, it is important for us to be constantly vigilant and remain fully informed about the issues which affect the local area, town and society in which we teach. As with any issue of a safeguarding nature, 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 safeguarding policy).

As with all concerns of a safeguarding nature, the ‘rule of optimism’ must not be practiced at the expense of seeking actual evidence around a concern. We believe that it is possible to intervene to protect people and children 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 need 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 practice.

In addition, The Department of Education has a dedicated telephone line 020 7340 7264 and email counter.extremism@education.gsi.gov.uk available for staff and governors to raise concerns directly about extremism. These contact details are not for emergency situations; normal emergency procedures should be followed if a child is at immediate risk of harm.

Staff who have been trained as designated senior leaders for safeguarding will deal swiftly with any referrals made by staff or with concerns reported by staff. As with any child protection referral, staff must be made aware that if they do not agree with a decision not to refer that they can make the referral themselves.

THE ROLE OF THE CURRICULUM

The curriculum is planned to be broad and balanced. It promotes respect, tolerance and diversity. All children are encouraged to share their own beliefs and to recognise that they are entitled to have their own different beliefs which should not be used to influence others. We strive to ensure that our children are self-confident, respect themselves and others and have a high level of self-belief.

This is reinforced through our RE and PSHE curriculum, as well as through the experiences we provide and the behaviours we try to model every single day. Children are taught to stay safe when using the internet. They are taught 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 opportunities in the school, our staff are fully aware of the threats, risks and vulnerabilities that are linked to a range of safeguarding concerns, including radicalisation. All staff are expected to complete the online general awareness training module on Channel, a programme focusing on providing support at an early stage to people who are identified as being vulnerable to being drawn into terrorism. The training is available here

http://course.ncalt.com/Channel_General_Awareness/01/index.html

In addition to this, staff have access to Flick (online) training which covers training on Prevent and combatting terrorism.

VISITORS AND USE OF THE SCHOOL PREMISES

All visitors to the school are subject to safeguarding checks and other appropriate procedures to secure the safety of pupils. If 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 our high expectations around keeping children safe, appropriate action will be taken.

Written by T. Jenkinson - Sept 2018. Reviewed Sept 2020.

To be reviewed Sept 2022

APPENDIX 1 –

REFERRALS

With an awareness of the potential indicating factors that a child is vulnerable to being radicalised or being exposed to extreme views, we use the following system when concerns are raised by staff, visitors or other children.

These procedures are consistent with our approach to all issues which raise concerns of a safeguarding nature.

- All incidents will be reported directly to the senior staff on site.
- All incidents will be fully investigated and recorded in line with the relevant policies. Records will be kept in line with procedures for any other safeguarding incident.
- Parents and carers will be contacted as necessary. The incident will be discussed in detail aiming to identify motivating factors, any changes in circumstances at home and to gauge parental views. This will help to assist in deciding whether the incident is sufficient to warrant an external referral.
- Any initial referrals will be followed up and reviewed for a period of 4 weeks after the incident to assess whether there is a change in behaviour and/or attitude. A further meeting may be held with parents if there is not a significant positive change in behaviour.
- If necessary, serious incident would be referred to the Safeguarding lead and immediate urgent action would be taken as appropriate