



Extremism and Anti-Radicalisation Policy

September 2017

Review: September 2018

Aims and Objectives

- This policy supports the PREVENT duty for schools as part of the Counter Terrorism and Security Act (2015)
- The policy is part of the overall safeguarding policy
- The school has a zero tolerance of any member of the school engaged in extremist behaviour.
- All members of the school staff are trained and demonstrate an understanding of what type of behaviour constitutes extremist behaviour and are vigilant
- The policy supports and complements the 'British Values set out in the Department of Education guidance, 'Promoting fundamental British values as part of SMSC in schools'
- The policy accompanies other related safeguarding documents including the e-safety and equality policies

Introduction

Abbott Community Primary is an inclusive school which provides a safe environment for children to learn and achieve. As part of these principles, safeguarding is a top priority so that children can develop without fear of danger or abuse. As part of our safeguarding policies and procedures, we are fully committed to supporting parents and other agencies in preventing children and young people being exposed to radicalisation. We adhere to the importance of British Values and encourage children and young people to debate controversial issues. However, all staff are trained to evaluate the distinction between moderate and extremist behaviour.

PREVENT

This is the government strategy to target terrorist groups in the UK and abroad. The main focus is to prevent repeats of terrorist acts such as the devastating attacks that killed many people in London and Manchester in recent years. There are four strands to the strategy:

- **Pursue** – to stop terrorist attacks
- **Prevent** – To stop people becoming terrorists or supporting terrorism
- **Protect** – to strengthen our protection against a terrorist attack
- **Prepare** – to mitigate the impact of terrorist attacks

Aims & Principles

All staff are committed to safeguarding at Abbott Community Primary are fully aware of the dangers of the radicalisation of children and young people. This policy supports our responsibility to protect pupils in association with other local and national agencies.

The key principals are that teachers, non-teaching staff and governors will:

- Have received training on this policy and understand the signs related to radicalisation. In addition, they know the procedures in any disclosures or concerns about a child or young person.
- Understand the importance of promoting British Values as part of the ethos of the school and listen to the child about fears or concerns that they may have in light of any terrorist event.

Tackling Extremism

Abbott Community Primary is a tolerant and safe environment for pupils to learn and achieve. In tackling extremism, we will be vigilant in looking for signs of extremist behaviour and all staff will be aware of the procedures in place for reporting concerning behaviour.

Evidence of extremist behaviour may take the following form:

- Disclosure by pupils about extremist or radicalised behaviour. This could be in the form of exposure to materials outside of school.
- Use of specific terms that are associated with specific ideological views e.g. use of 'hate' language.
- Intelligence reports from local and national agencies regarding the radicalisation of groups of people in a locality.
- Focus on specific narratives that highlight particular extremist views.
- Evidence of accessing online materials (including social media sites) that include extremist materials.
- Refusal to accept views expressed by others which are counter to the schools equality policy.
- Concerns raised by parents or carers about the changing behaviour of their child.
- References to an extremist narrative in pupils work.

Making a Judgement

When making a judgment, staff will ask themselves the following questions:

- Does the child have access to extremist influences through the Internet e.g. via closed network groups or through liaison with organisations or members of the community?
- Does the child possess or actively seek extremist literature/other media likely to incite racial or religious hatred?
- Does the child sympathise or support extremist groups or behaviour in their vocal support for terrorist attacks or in their written work?
- Does the child's outward appearance suggest a new social, religious or political influence e.g. jewellery, tattoo, clothing?
- Has the child been a victim of a race hate or religious crime?
- Has the child had major disagreements with peers, family or faith groups which has led to rejection, isolation or exclusion?
- Does the child display an irregular and distorted view of religion or politics?
- Does the child show a strong objection to specific cultures, races or religions?
- Is the child a foreign national awaiting a decision about deportation or immigration?
- Is there an irregular pattern of travel by the child's family?
- Has the child witnessed or suffered from trauma or violence in a war zone or through sectarian conflict?
- Is there evidence of a relative or family friend having extremist views?

Referrals

In line with our safeguarding procedures, staff are fully aware of reporting extremist behaviour. The following system for referrals is as follows:

- Any disclosures or concerns of extremist behaviour should be referred to the named Designated Safeguarding Lead/Officer [Phillippa Wilson]

- All incidents will be investigated in line with current policies and evidence will be recorded and retained for school records.
- Parents/carers will be contacted and the issue will be discussed with them to investigate whether there are any mitigating home circumstances. A decision will be made at this meeting to look at any further external agency support and whether a referral should be made.
- The DSL will follow up any referrals and the child or young person will be monitored for a period of time to look at whether there has been any change in attitude or behaviour. Parents/carers will be consulted during this period of time.
- If concerns are still expressed, the DSL will contact the local Channel Co-ordinator to discuss the next steps.

Curriculum/British Values

Abbott Community Primary provides a broad and balanced curriculum and pupils are encouraged to discuss different issues but have respect and tolerance for those with different views. The PSHE (Personal Social & Health Education) curriculum enables students to learn about their emotional and social wellbeing which includes ways to understand the processes of radicalisation and grooming.

In Go Givers (PSHE) students are able to look at relevant news stories and relate this to the rule of law and democracy. As part of Religious Education, pupils learn about different religions and gain skills around tolerance and respect for diversity in the UK. Finally, in the Computing curriculum, pupils learn about keeping safe when they are on the Internet, understanding the need to keep personal information private and learn to distinguish between real and fake news available through the media.

Within all these subject areas, pupils learn about the importance of British values and why they are important for a fair and equal society. These are also part of our system for electing school council members and the decisions that pupils are able to make when they are asked for their opinion.

ICT Services

The school purchases technical services and connectivity from One Education and is committed to safeguarding children and staff when using the school network. The IT infrastructure has a filtering solution in place to block inappropriate content and if a breach occurred and access to radicalisation material happened, the school would follow its e-safety incident management procedure to blacklist the site.

Use of External Speakers

Vetting of all external speakers would follow our safeguarding procedures and we would not allow any such speaker that undermined the principles and ethos of the British Values endorsed by the school.

Staff Training

Staff will receive safeguarding and child protection training at least every two years in line with the relevant policies. Anti-radicalisation will also be incorporated into E-safety training and will be updated in line with emerging online behaviours.

Definitions

Radicalisation

is a process by which an individual or group comes to adopt increasingly extreme political, social, or religious ideals and aspirations

Extremism

the holding of extreme political or religious views

Propaganda

information, especially of a biased or misleading nature, used to promote a political cause or point of view

Terrorism

the unofficial or unauthorised use of violence and intimidation in the pursuit of political aims

Bias

inclination or prejudice for or against one person or group, especially in a way considered to be unfair

Refugee

a person who has been forced to leave their country in order to escape war, persecution, or natural disaster

Migrant

a person who moves from one place to another in order to find work or better living conditions

ISIS/Daesh

is a Wahhabi/Salafi jihadist Islamic extremist militant group. It is led by and mainly composed of Sunni Arabs from Iraq and Syria

Far Right

Far-right politics are right-wing politics to the right of the mainstream centre right on the traditional left-right spectrum. They often involve a focus on tradition as opposed to policies and customs that are regarded as reflective of modernism.

Additional Materials

PREVENT Duty Guidance

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

Department Of Education - Protecting children from radicalisation: the prevent duty

<https://www.gov.uk/government/publications/protecting-children-from-radicalisation-the-prevent-duty>

2010 to 2015 government policy: counter-terrorism

<https://www.gov.uk/government/publications/2010-to-2015-government-policy-counter-terrorism/2010-to-2015-government-policy-counter-terrorism>

Department of Education – Keeping children safe in education

<https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>

Department Of Education & Home Office – The use of social media for online radicalisation

<https://www.gov.uk/government/publications/the-use-of-social-media-for-online-radicalisation>