



Simonside Primary School

Anti-Radicalisation Policy

Simonside 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 Simonside 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.

Procedures for referrals

It is important for us to be constantly vigilant and remain fully informed about the issues which affect the area in which we teach and the reasons behind why a person may be drawn into extremism. Early intervention is vital and staff must be aware of the processes to refer concerns about individuals or groups. (see Appendix 1)

All staff will refer any concerns through the correct channels to the Designated Safeguarding Lead (Head Teacher).

DSL will treat concerns as a safeguarding concern. Advice will be sought through the special branch prevent team. Sharon Ross is the Channel officer based at North Shields. Advice can also be gained via emailing specialbranch@northumbria.pnn.police.uk

The Head Teacher will deal 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 Headteacher or Deputy Headteacher inciting the radicalisation, referrals will then be addressed by the Chair or Vice Chair of Governing Body or the LA.

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 PSICHE provision is embedded across the curriculum and underpins the ethos of the school.

It has been recognised that children with low aspirations can be 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. See appendix 2 for **Prevent within schools** (<http://www.clennelleducationsolutions.co.uk>)

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.

Policy Review

This policy statement will be reviewed and updated annually.

Appendix 1: **Indicators that pupils may be vulnerable to radicalisation**

Vulnerability

- Identity Crisis - Distance from cultural/ religious heritage and uncomfortable with their place in the society around them
- Personal Crisis – Family tensions; sense of isolation; adolescence; low self esteem; disassociating from existing friendship group and becoming involved with a new and different group of friends; searching for answers to questions about identity, faith and belonging
- Personal Circumstances – Migration; local community tensions; events affecting country or region of origin; alienation from UK values; having a sense of grievance that is triggered by personal experience of racism or discrimination or aspects of Government policy
- Unmet Aspirations – Perceptions of injustice; feeling of failure; rejection of civic life
- Criminality – Experiences of imprisonment; poor resettlement/ reintegration, previous involvement with criminal groups

Access to extremism / extremist influences

- Is there reason to believe that the child/young person associates with those known to be involved in extremism - either because they associate directly with known individuals or because they frequent key locations where these individuals are known to operate? (e.g. the child/young person is the partner, spouse, friend or family member of someone believed to be linked with extremist activity)
- Does the child/young person frequent, or is there evidence to suggest that they are accessing the internet for the purpose of extremist activity? (e.g. Use of closed network groups, access to or distribution of extremist material, contact associates covertly via Skype/email etc)
- Is there reason to believe that the child/young person has been or is likely to be involved with extremist/ military training camps/ locations?
- Is the child/young person known to have possessed or is actively seeking to possess and/or distribute extremist literature/ other media material likely to incite racial/ religious hatred or acts of violence?
- Does the child/young person sympathise with, or support illegal/illicit groups e.g. propaganda distribution, fundraising and attendance at meetings?
- Does the child/young person support groups with links to extremist activity but not illegal/illicit e.g. propaganda distribution, fundraising and attendance at meetings?

Experiences, Behaviours and Influences

- Has the child/ young person encountered peer, social, family or faith group rejection?
- Is there evidence of extremist ideological, political or religious influence on the child/ young person from within or outside UK?
- Have international events in areas of conflict and civil unrest had a personal impact on the child/ young person resulting in a noticeable change in behaviour? It is important to recognise that many people may be emotionally affected by the plight of what is happening in areas of conflict (i.e. images of children dying) it is important to differentiate them from those that sympathise with or support extremist activity
- Has there been a significant shift in the child/ young person's behaviour or outward appearance that suggests a new social/political or religious influence?
- Has the child/ young person come into conflict with family over religious beliefs/lifestyle/ dress choices?
- Does the child/ young person vocally support terrorist attacks; either verbally or in their written work?

- Has the child/ young person witnessed or been the perpetrator/ victim of racial or religious hate crime or sectarianism?

Travel

- Is there a pattern of regular or extended travel within the UK, with other evidence to suggest this is for purposes of extremist training or activity?
- Has the child/ young person travelled for extended periods of time to international locations known to be associated with extremism?
- Has the child/ young person employed any methods to disguise their true identity? Has the child/ young person used documents or cover to support this?

Social Factors

- Does the child/ young person have experience of poverty, disadvantage, discrimination or social exclusion?
- Does the child/ young person experience a lack of meaningful employment appropriate to their skills?
- Does the child/ young person display a lack of affinity or understanding for others, or social isolation from peer groups?
- Does the child/ young person demonstrate identity conflict and confusion normally associated with youth development?
- Does the child/ young person have any learning difficulties/ mental health support needs?
- Does the child/ young person demonstrate a simplistic or flawed understanding of religion or politics?
- Does the child/ young person have a history of crime, including episodes in prison?
- Is the child/young person a foreign national, refugee or awaiting a decision on their immigration/ national status?
- Does the child/ young person have insecure, conflicted or absent family relationships?
- Has the child/ young person experienced any trauma in their lives, particularly any trauma associated with war or sectarian conflict?
- Is there evidence that a significant adult or other in the child/young person's life has extremist view or sympathies?

More critical risk factors could include:-

- Being in contact with extremist recruiters
- Articulating support for extremist causes or leaders
- Accessing extremist websites, especially those with a social networking element
- Possessing extremist literature
- Using extremist narratives and a global ideology to explain personal disadvantage
- Justifying the use of violence to solve societal issues
- Joining extremist organisations
- Significant changes to appearance and/or behaviour

If you have any concerns discuss them with your Safeguarding Lead

Prevent Within Schools

The Prevent strategy aims to stop people becoming terrorists or supporting terrorism. While it remains rare for children and young people to become involved in terrorist activity, young people from an early age can be exposed to terrorist & extremist influences or prejudiced views. As with other forms of safeguarding strategies, early intervention is always preferable. Schools, working with other local partners, families and communities, play a key role in ensuring young people and their communities are safe from the threat of terrorism.

Safeguarding

*Prevent should be seen as part of the existing school or college **safeguarding** framework; a local approach to ensuring the safety and well-being of all children and young people from birth to age 19.*

*Each area of the UK has adopted their own definition of **safeguarding**, but these often include the following phrases: protecting children from maltreatment; preventing impairment of children's health or development; ensuring that children are growing up in circumstances consistent with the provision of safe and effective care; and taking action to enable children in need to have optimum life chances.*

The Prevent strategy identifies that young people are more likely to be vulnerable to violent extremist or terrorist narratives. Schools and colleges have a duty of care to their pupils and staff which includes safeguarding them from the risk of being drawn into terrorism. Being drawn into terrorism includes not just violent extremism but also non-violent extremism, which can create an atmosphere conducive to terrorism and can popularise views which terrorists exploit.

Extremism

The Government's Prevent Strategy defines extremism 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".

Schools should be safe spaces in which children and young people can understand and discuss sensitive topics, including terrorism and the extremist ideas that are part of the terrorist ideology and learn how to challenge these ideas. The 2014 Government extremism task force identified risks around radicalisation within educational institutions and it is important that Prevent is actively supporting these institutions to protect children from harm and ensure that they are taught in a way that is consistent with the law and British values.

British values

All maintained schools must meet the requirements set out in section 78 of the Education Act 2002 and promote the spiritual, moral, social and cultural (SMSC) development of their pupils. Through ensuring pupils' SMSC development, schools can also demonstrate they are actively promoting fundamental British values. Actively promoting the values means challenging opinions or behaviours in school that are contrary to fundamental British values. Attempts to promote systems that undermine fundamental British values would be completely at odds with schools' duty to provide SMSC. The Teachers' Standards expect teachers to uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school. This includes not undermining fundamental British values.

To find guidance on British values within schools visit –

<https://www.gov.uk/government/publications/promoting-fundamental-british-values-through-smsc>

Embedding Prevent

Prevent practitioners have identified that embedding Prevent within schools and colleges is challenging and can often depend on an individual institutions response to delivering the strategy. This document has been produced to help support Prevent delivery in schools and aims to highlight activity and best practice as well as identifying opportunities to manage any potential risks. The tool kit can be used by schools to embed Prevent focusing on key areas such as staff training, partnership working, on line safety and safeguarding policies.

Ofsted

When assessing the effectiveness of schools, Ofsted inspectors already consider a school's approach to keeping pupils safe from the risk of radicalisation and extremism, and review the institute's procedures when it is suspected that pupils are being drawn into extremism or terrorist-related activity.

How can your school work with the Prevent strategy?

Educational establishments have a clear responsibility to exercise their duty of care and to protect the welfare of students. It is understood that every school is unique. This means that any engagement or activity conducted under Prevent must be considered in light of local circumstances. Prevent support can be adapted to ensure activity is both appropriate and proportionate. As the strategy identifies, Prevent can work within both violent and non violent extremism arenas and can include topics such as hate crime, racism, bullying, on line safety and extreme political views. This means that the strategy can be delivered in a variety of ways depending on the institution, its requirements and the potential risk.

The Counter Terrorism & Security Act 2015

The Act places a Prevent duty on specified authorities to have "due regard to the need to prevent people from being drawn into terrorism". The education and childcare specified authorities in Schedule 6 to the Act are as follows:

- *The proprietors of maintained schools, non-maintained special schools, maintained nursery schools, independent schools (including academies and free schools) and alternative provision academies*
- *Pupil referral units*
- *Registered early years childcare providers*
- *Registered later years childcare providers*
- *Providers of holiday schemes for disabled children*
- *Persons exercising local authority functions under a direction of the Secretary of State when the local authority is performing inadequately*
- *Persons authorised by virtue of an order made under section 70 of the Deregulation and Contracting Out Act 1994 to exercise a function specified in Schedule 36A to the Education Act 1996*

Schools subject to the Prevent Duty will be expected to demonstrate activity in the following areas –

- Assessing the risk of children being drawn into terrorism
- Demonstrate that they are protecting children and young people from being drawn into terrorism by having robust safeguarding policies.
- Ensure that their safeguarding arrangements take into account the policies and procedures of the Local Safeguarding Children Board.
- make sure that staff have training that gives them the knowledge and confidence to identify children at risk of being drawn into terrorism, and to challenge extremist ideas which can be used to legitimise terrorism
- Expected to ensure children are safe from terrorist and extremist material when accessing the internet in school.

The self assessment tool attached at Appendix A can be used as a health check for the Senior Leadership Team within an educational establishment to assess if Prevent has been adopted into their institution's mainstream processes and if their institution requires any advice and support from their

local Police Prevent Team or partner agencies to reduce their vulnerability. A School Prevent Duty Action Plan template is attached at Appendix C which may assist the Senior Leadership Team to deliver against the Prevent Duty.

Indicators

The early identification of safeguarding risks and subsequent intervention activity to protect and divert people away from the risks of radicalisation is a key element of the Prevent strategy. Following an assessment of Prevent activity within a school or college key indicators may be identified which will require further intervention activity within the location. Indicators may include things such as racist graffiti or comments being made on school premises, extremist content being shared on social media, terrorist or extremist propaganda being shared with students or vulnerable students being influenced by others with extreme views.

Vulnerable Young People

There is no such thing as a 'typical extremist' and those involved in extremism come from a range of backgrounds and experiences. A list of indicators is attached as Appendix B to provide support for professionals to understand and identify factors that could suggest a child, young person or their family may be vulnerable or involved with extremism. The list of indicators is not exhaustive and all or none may be present in individual cases of concern. Nor does it mean that vulnerable people/ young people experiencing these factors are automatically at risk of exploitation for the purposes of extremism. The accepted view is that a complex relationship between the various aspects of an individual's identity determines their vulnerability to extremism. Over-simplified assessments based upon demographics and poverty indicators have consistently demonstrated to increase victimisation, fail to identify vulnerabilities and, in some cases, increase the ability of extremists to exploit, operate and recruit.

Supportive Interventions

Prevent Interventions may take many forms. Police activity can be utilised when delivering intervention activity but more often it is partner agency activity that can be the most effective form of intervention. Individuals who are identified as being vulnerable to being drawn into any form of extremism that could lead to terrorist related activity may be referred into Prevent for appropriate support.

Channel

Channel is a key element of the Prevent strategy. It is a multi-agency approach to protect people at risk from radicalisation. Channel uses existing collaboration between local authorities, statutory partners (such as the education and health sectors, social services, children's and youth services and offender management services), the police and the local community to:

- *Identify individuals at risk of being drawn into terrorism*
- *Assess the nature and extent of that risk*
- *Develop the most appropriate support plan for the individuals concerned.*

Channel is about safeguarding children and adults from being drawn into committing terrorist-related activity. It is about early intervention to protect and divert people away from the risk they face before illegality occurs.

Channel is one tactical option employed by Prevent and has recently been placed on a statutory footing. To understand more about the Channel Programme further information can be found here –

www.gov.uk/government/publications/channel-guidance

[Channel vulnerability assessment - Publications - GOV.UK](#)

There is an online training package that covers Prevent and Channel (approx completion time is 20 minutes) –

http://course.ncalt.com/Channel_General_Awareness

Reporting Concerns

Should concerns require support from other agencies there are a number of ways that issues relating to terrorism and extremism can be reported. These include the following –

- Dept for Education Due Diligence & Counter Extremism Group: **020 7340 7264**
- Anti Terrorist Hotline: **0800 789 321**
- Crime stoppers: **0800 555 111**
- Email: specialbranch@northumbria.pnn.police.uk
By phoning: 101 Ext 63854
- www.gov.uk/report-suspicious-activity-to-mi5
- www.gov.uk/report-terrorism

Social media

Social media is an increasingly influential part of life particularly for young people. It has been identified as an important tool in the sharing of extreme material and extremist groups are actively using social media to inform, share propaganda, radicalise and recruit for their cause. Social media safeguarding is an important element of protecting young people from extremist narratives and Prevent can play an active part in this process.

To report any online terrorist related online material visit:

www.gov.uk/report-terrorism

Resources and Training

In addition to the Channel training package mentioned above there are a range of training materials available.

In support of the Prevent Duty the Home Office will be making training materials available.

The National Prevent Delivery Unit has created a 'Prevent Cloud' containing a number of Prevent awareness products which can be accessed via Google Drive. For further details contact your local Police Prevent Officer.

Find out more

The following resources are available to find out more about the Prevent strategy:

The Prevent strategy:

www.gov.uk/government/policies/protecting-the-uk-against-terrorism/supporting-pages/prevent

www.gov.uk/government/uploads/system/uploads/attachment_data/file/97976/prevent-strategy-review.pdf

The Prevent Duty:

[Prevent duty guidance - Publications - GOV.UK](http://www.gov.uk/government/publications/prevent-duty-guidance)