




<h1>Radicalisation and Extremism Policy</h1>	
Governing Board with Responsibility	Full Governing Board
Reviewed/Revised	Autumn 2021
Date of Next Review	Autumn 2024
Agreed by Governors	17.11.2021
Additional Notes	This policy should be reviewed at least every 3 years or sooner if there is a national policy shift, request from governors or a legislation change.
	
<p>When drafting and agreeing policy, governors always act with our four values in mind and our school vision as drivers for change or important decisions. We will ensure that:            Policies positively impact on our staff and children’s growth, their faith, our unity as a school community and promote kindness as a thread through all we do.            We act in line with our collective responsibility around equality and the protected characteristics and always make decisions that foster an understanding and respect for these.</p>	

Vision statement

**‘Belonging, learning and growth for life in all its fullness’**

Mission Statement

At Princess Frederica we:

- Promote social, emotional, spiritual and educational growth in all our children** *(This is how we develop character)*
- Impart the gifts of self-confidence, determination and curiosity with a rich and creative curriculum** *(This is the way we educate)*
- Create a positive impact on our local and global community and environment** *(This is our footprint on the world and community)*
- Nurture friendship, kindness and respect** *(This is how we treat each other)*



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## **Legal background**

The Counter-Terrorism and Security Act 2015 places a legal responsibility on schools to prevent people being drawn into terrorism and requires that they challenge extremist ideas. This duty came into force on July 1<sup>st</sup> 2015.

## **Definitions**

**Radicalisation:** the process by which a person comes to support terrorism and forms of extremism which lead to terrorism.

**Extremism:** active or vocal opposition to fundamental British values including but not confined to:

- Democracy



- The rule of law
- Individual liberty
- Mutual respect and tolerance of those with different faiths and beliefs.

### **Policy Statement**

Princess Frederica CE VA 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. The Tackling Extremism and Radicalisation 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 promptly providing them with support.

### **Prevent**

Prevent is about safeguarding and supporting those vulnerable to radicalisation. Prevent is 1 of the 4 elements of CONTEST, the Government's counter-terrorism strategy. It aims to stop people becoming terrorists or supporting terrorism.

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### **Brent Context**

In Brent, the two main prevalent issues related to Prevent and referrals relating to Prevent are 1. Islamist Radicalisation and 2. Right Wing Radicalisation. 45% of residents born outside the UK with approximately 55,000 EU citizens.

Information above was recorded in 2019.

### **Policies**

**The Prevent Duty is enshrined within all relevant policies, as each are reviewed. The policies include:**

- Safeguarding

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## **VA Primary School**

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- Curriculum
- Teaching and learning
- Equalities
- Information technology and E-safety
- Behaviour
- Anti-bullying

It is important to be aware that, whilst there is a lot of media coverage regarding Islamic extremism, there are other organisations, including extreme right wing groups, who can damage society and present a threat to the community. At Princess Frederica Primary School we ensure that our approach to the threat of radicalisation is **balanced, calm and proportionate**.

In Church of England schools, the Christian values that we teach sit very comfortably alongside the British values that in many cases have grown directly from the Christian heritage of this country.

### **Aims and Principles**

The Princess Frederica CE VA Primary School 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.

At our school we will promote the values of democracy, the rule of law, individual liberty, mutual respect and tolerance for those with different faiths and beliefs. We will teach and encourage pupils to respect one another and to respect and tolerate difference, especially those of a different faith or no faith. It is indeed our most fundamental responsibility to keep our pupils safe and prepare them for life in modern multi-cultural Britain and globally.

### **The objectives are that:**

- All governors, teachers, teaching assistants and non-teaching staff will have an understanding of what radicalisation and extremism is, and why we need to be vigilant in school.
- All governors, teachers, teaching assistants and non-teaching staff will know what the school policy is on tackling extremism and radicalisation and will follow the policy guidance swiftly when issues arise.



- All pupils 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 parents/carers and pupils 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 aim 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.

### **Training**

Through developing INSET opportunities in school, we will ensure that our staff members are fully aware of the threats, risks and vulnerabilities that are linked to radicalisation; are aware of the process 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.

Staff will have training once per year. This training will always include supporting staff to understand Prevent, what to do if they have a concern related to Prevent and key contacts.

### **Volunteers and visitors and the use of School Premises**

Volunteers and visitors will be subject to Safeguarding Checks including DBS checks if this is a regulated activity and photo identification will be required. Children are NEVER left unsupervised with external visitors, regardless of safeguarding check outcomes. Upon arriving at the school, all visitors including contractors, will be made aware of child protection and safeguarding procedures and be made aware of who the SPOC is 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.

### **Recruitment**

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The arrangements for recruiting all staff, permanent and volunteers, to our school will follow LA guidance for safer recruitment best practice in education settings, including, but not limited to, ensuring that DBS checks are always made at the appropriate level, that references are always received and checked and that we complete and maintain a single central record of such vetting checks. We will apply safer recruitment best practice principles and sound employment practice in general and in doing so will deny opportunities for inappropriate recruitment or advancement. We will be alert to the possibility that persons may seek to gain positions within our school so as to unduly influence our schools character and ethos. We are aware that such persons seek to limit the opportunities for our pupils thereby rendering them vulnerable to extremist views and radicalisation as a consequence. Therefore, by adhering to safer recruitment best practice techniques and by ensuring that there is an on-going culture of vigilance within our school and staff team, we will minimise the opportunities for extremist views to prevail.

### **Prevent Single Point of Contact (SPOC)**

The single point of contact will normally be the Designated Safeguarding Lead (DSL).

The SPOC for this school is Julia Griffin (DSL). Executive Headteacher (Sarah Bouette) and Head of School (Nicola Christopher) are also contacts.

If there any concerns a member of staff should inform the SPOC.

Any concerns related to Prevent, staff must make a safeguarding referral.

### **Channel**

**Channel is a multi-agency approach to safeguarding, supporting and protecting children, young people and vulnerable adults at risk of radicalisation, extremism or terrorist related activity.**

Schools may refer individuals to Prevent (through firstly the DSL and then through Brent Family Frontdoor). The referral to Prevent may result in a Channel panel, however as the programme is voluntary, the parents/carers of the child may decline. The school will support, where it can, through our safeguarding responsibilities.

There is online guidance available for school staff.

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

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Local Safeguarding Boards are responsible for co-ordinating what is being done by all the local agencies.

### **Useful contacts**

<http://www.preventtragedies.co.uk>

<http://www.familiesmatter.org.uk>

The DfE Due Diligence and Counter Extremism Group have a confidential telephone helpline 020 7340 7264

### **Things to watch out for in a pupil:**

It is important to remember that the vast majority of children, of whatever background, will not get involved in extremist action and in many cases suspicious behaviour may be a result of other problems e.g. mental health issues, relationship, drug or alcohol problems. It is important not to jump to conclusions (not least because accusations of radicalisation could push vulnerable young people into the hands of radicals). However, as general good pastoral care, staff should immediately take note and act upon any of the following:

- Discomfort about 'fitting in'
- Appearing distanced from their own culture or heritage.
- Family tensions
- Isolation
- Low self-esteem or feelings of failure
- Lacking in empathy/poor social interaction
- Disassociation with an old group of friends
- Significant change in appearance and/or behaviour
- Hostile or inappropriate questions about faith and identity
- Sudden interest in religion
- Unhappiness following a move from one country to another
- Rejection of civic or community life
- Overly developed sense of grievance triggered by perceptions of racism or discrimination
- Involvement with criminal groups and/or imprisonment
- Failure to understand the actions and motivations of others.
- Accessing of violent or extremist websites or possessing violent or extremist literature
- Contact with known extremists
- Justifying the use of violence to solve society's ills
- Joining an extremist organisation

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- If your knowledge of the family leads you to believe there is a risk

In a primary school setting, we should also be aware of the impact of older siblings on children attending Princess Frederica and acting where indications of influence of siblings involving any of the above might be applicable.

It should also be remembered that outside events, such as tensions in the local community, events in the country of origin, in the case of migrants, or major world events can also disproportionately affect the feelings and actions of young people. All staff should be alert to these events and be ready to help young people understand them, and put them into context.