



Red Hall Primary School

Protecting Children from Radicalisation and Extremism

(non-statutory policy)

Document History	
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Our Ethos

At Red Hall Primary School, we are committed to supporting the emotional health and wellbeing of our whole school community – pupils, staff, parents/carers and governors.

We have worked hard to develop a unique ethos, which puts our children and the staff's well-being at the heart of everything we do. This is what sits at the core of the service we provide at Red Hall Primary School.

We know that everyone experiences life challenges that can make us vulnerable and at times, anyone may need additional emotional support. We take the view that positive mental health is everybody's business and that we all have a role to play.

At our school we:

- help children to understand and manage their emotions and feelings better
- help children and staff to feel comfortable sharing any concerns or worries
- help children socially to form and maintain relationships
- promote self-esteem and ensure children and staff know that they count
- support children to recognise the impact of choices they make
- encourage children and staff to be confident
- help children and staff to develop emotional resilience and to manage setbacks

Red Hall Primary School is fully committed to safeguarding and promoting the welfare of all its pupils. As a school we recognise that safeguarding against radicalisation is no different from safeguarding against any other vulnerability. At Red Hall 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.

LINKS TO OTHER POLICIES

The Red Hall Primary School Anti-Radicalisation policy statement links to the following policies:

- Child Protection and Safeguarding
- Anti-bullying policy
- British Values policy
- External Visitor Policy

AIMS AND PRINCIPLES

The main aims of this policy statement 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.

The principle objectives are that:

- All governors, teachers, teaching assistants and non-teaching staff will have an understanding of what radicalisation and extremism are 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 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 its systems to ensure they are appropriate and effective.

DEFINITIONS AND INDICATORS

Definitions from DfE

- 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. Also included in the definition of extremism are calls for the death of members of the armed forces, whether in this country or overseas.

PROCEDURES FOR REFERRALS

Although incidents involving radicalisation have not occurred at Red Hall to date, it is important for us to be constantly vigilant and remain fully informed about the issues which affect the region in which we teach. Staff are reminded to suspend any professional disbelief that instances of radicalisation ‘could not happen here’ and to refer any concerns through the appropriate channels (currently via the Child Protection/ Safeguarding Co-ordinator/ Prevent single point of contact for prevent (SPOC).

Keeping children / young people safe from these risks is a safeguarding matter and should be approached in the same way as safeguarding children from other risks. See child protection policy.

Appendix A - key contacts for referral, support and guidance for the Named SPOC.

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 different beliefs which should not be used to influence others. Our PSHE and SMSC provision is embedded across the curriculum, and underpins the ethos of the school. It is recognised that children with low aspirations are more vulnerable to radicalisation and therefore we strive to equip our pupils with confidence, self-belief, respect and tolerance as well as setting high standards and expectations for themselves.

Children are regularly taught about how to stay safe when using the Internet and are encouraged to recognise 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 school, we will ensure that our staff are fully aware of the threats, risks and vulnerabilities that are linked to radicalisation; are aware of the process of radicalisation and how this might be identified early on.

GUEST SPEAKERS AND VISITORS

Visitors can enhance learning because they are able to:

- Bring a depth of experience and subject knowledge that would not otherwise be possible
- Put across an argument or a point of view that teachers may not be able to articulate
- Talk more openly or comfortably around certain issues
- Be more open about personal experiences
- Be seen as neutral and not part of the school organisation or authoritarian framework
- Act as positive role models and counter stereotypical images
- On some subjects, carry more credibility than teaching staff
- Provide a varied and alternative learning experience for young people
- Raise young people's awareness of the community in which they live
- Give local services and agencies a "human face" and a higher profile

Sensitivity

Care is needed when handling sensitive or controversial issues that may arise. Teacher and visitor should plan together and go through the External Visitor's policy so that there are no misunderstandings. Staff and pupils should be involved in the establishment of "classroom rules" which set the climate for lessons and make clear how all involved in the lesson are expected to behave towards each other during the session. This should enable everyone involved to feel safe and secure. Part of that discussion should include consideration of what kind of information is for sharing beyond the classroom, e.g. how pupils would feel if something they have contributed to the lesson were gossiped about on the playground or in the staff room. These rules apply equally to pupils, staff and visitors

Confidentiality

Where visitors support the curriculum, they must be made aware of and abide by the school's expectations of confidentiality. Visitors from outside agencies may well have a role in providing confidential advice and support to individual young people as part of their regular work this circumstance is very different from discussing issues in an educational setting and both the visitor and pupil need to be clear about the distinction

Teacher involvement in the session

It is vital that the teacher is present during any session with an outside visitor but his/her degree of involvement will vary and should be negotiated with the visitor beforehand. Clearly, visitors should not be used as cover to help reduce staff pressures. The teacher needs to be present so that she/he knows exactly what has happened during the sessions. This will ensure continuity with the rest of the programme as well as understanding any issues relating to the visitor's session that may arise later. Issues may be raised during the session that the visitor may not be able to deal with or may not be the appropriate person to deal with the issue.

APPENDIX A

KEY CONTACTS FOR SAFEGUARDING LEAD / SPOC

Further Support Advice and Guidance

If you think someone is in immediate danger, or if you see or hear something that may be terrorist-related, trust your instincts and call 999 or the confidential Anti-Terrorist Hotline on 0800 789 321.

The national police Prevent advice line is 0800 011 3764 Call in confidence, to share your concerns with specially trained Prevent officers. Available daily 9.00am - 5.00pm. Calls outside of these hours will be transferred to specialist Counter Terrorism officers. If you're deaf, hard of hearing or have a speech impairment, a police non-emergency number is available as a text phone service on 18001 101.

DfE's Counter Extremism Helpline - (020 7340 7264) for academy staff, trustees and governors to raise concerns relating to extremism directly and in confidence.

All referrals for PREVENT should be discussed with Children's Initial Advice Team: 01325 406252

Further guidance can be sought directly from: Counter Terrorism Policing Northeast Tel : 0191 3752555

To report illegal information, pictures or videos found on the internet www.gov.uk/report-terrorism

Prevent Duty Guidance

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

<https://www.gov.uk/government/publications/prevent-strategy-2011>

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

APPENDIX B

INDICATORS OF VULNERABILITY TO RADICALISATION

1. Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism leading to terrorism.
2. 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. Also included in the definition of extremism are calls for the death of members of the armed forces, whether in this country or overseas.
3. 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;
 - Foster hatred which might lead to inter-community violence in the UK.
4. 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.
5. Children and Young People 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.
6. Indicators of vulnerability include:

Identity Crisis – the student is distanced from their cultural/religious heritage and experiences discomfort about their place in society;

Personal Crisis – the student 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'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 may have perceptions of injustice, a feeling of failure or rejection of civic life.

Experiences of Criminality – may include involvement with criminal groups, imprisonment and poor resettlement / reintegration.

Individual Needs – Children and Young People may experience difficulties with social interaction, empathy with others, understanding the consequences of their actions and awareness of the motivations of others.

This list is not exhaustive, nor does it mean that all young people experiencing the above are at risk of radicalisation for the purposes of violent extremism.

7. 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;
- Significant changes to appearance and/or behaviour;
- Experiencing a high level of social isolation resulting in issues of identity crisis and/or personal crisis.

Appendix C

ROLES AND RESPONSIBILITIES OF THE SINGLE POINT OF CONTACT (SPOC) who is responsible for:

- Ensuring that staff of the school are aware that you are the SPOC in relation to protecting students/pupils from radicalisation and involvement in terrorism;
- Maintaining and applying a good understanding of the relevant guidance in relation to preventing students/pupils from becoming involved in terrorism, and protecting them from radicalisation by those who support terrorism or forms of extremism which lead to terrorism;
- Raising awareness about the role and responsibilities of Red Hall Primary School in relation to protecting students/pupils from radicalisation and involvement in terrorism;
- Monitoring the effect in practice of the school's RE curriculum and assembly policy to ensure that they are used to promote community cohesion and tolerance of different faiths and beliefs;
- Raising awareness within the school about the safeguarding processes relating to protecting students/pupils from radicalisation and involvement in terrorism;
- Acting as the first point of contact within the school for case discussions relating to students / pupils who may be at risk of radicalisation or involved in terrorism;
- Collating relevant information from in relation to referrals of vulnerable students / pupils into the Channel* process;
- attending Channel* meetings as necessary and carrying out any actions as agreed;
- Reporting progress on actions to the Channel*; and
- Sharing any relevant additional information in a timely manner.

* Channel is a multi-agency approach to provide support to individuals who are at risk of being drawn into terrorist related activity.

Channel aims to:

- Establish an effective multi-agency referral and intervention process to identify vulnerable individuals;

- Safeguard individuals who might be vulnerable to being radicalised, so that they are not at risk of being drawn into terrorist-related activity; and
- Provide early intervention to protect and divert people away from the risks they face and reduce vulnerability.