FIRTHMOOR PRIMARY SCHOOL

Protecting Children from Extremism and Radicalisation Policy

Date to be reviewed: January 2018

This policy should be considered alongside other related policies within school

- Safeguarding and Child Protection Policy
- Equality and Discrimination Policy
- Anti-Bullying Policy
- Behaviour Policy

Introduction

Schools have a vital role to play in protecting pupils from the risks of extremism and radicalisation, a role which is underpinned by the Counter- Terrorism and Security Act 2015 "to have due regard to the need to prevent people from being drawn into terrorism.

The Government's Prevent Strategy has raised awareness of the specific need to safeguard children, young people and families from violent extremism and terrorism. There have been nationally situations in which extremist groups have attempted to radicalise vulnerable children and young people to hold extreme views including views justifying political, religious, sexist or racist violence, or to steer them into a rigid and narrow ideology that is intolerant of diversity and leaves them vulnerable to future radicalisation.

Firthmoor Primary School values freedom of speech and the expression of beliefs / ideology as fundamental rights underpinning our society's values. Both pupils/students and teachers have the right to speak freely and voice their opinions. However, freedom comes with responsibility and free speech that is designed to manipulate the vulnerable or that leads to violence and harm of others goes against the moral principles in which freedom of speech is valued. Free speech is not an unqualified privilege; it is subject to laws and policies governing equality, human rights, community safety and community cohesion.

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 current threat from terrorism in the United Kingdom may include the exploitation of vulnerable people, to involve them in terrorism or in activity in support of terrorism. The normalisation of extreme views may also make children and young people vulnerable to future manipulation and exploitation. Firthmoor Primary School is clear that this exploitation and radicalisation should be viewed as a safeguarding concern.

Firthmoor 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.

Firthmoor Primary School seeks to protect children and young people against the messages of all violent extremism including, but not restricted to, those linked to Islamist ideology, or to Far Right / Neo Nazi / White Supremacist ideology, Irish Nationalist and Loyalist paramilitary groups, and extremist Animal Rights movements.

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

Radicalisation refers to the process by which a person comes to support terrorism and extremism leading to terrorism.

Extremism is defined by 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 include in the definition of extremism calls for the death of members of our armed forces.

Indicators of vulnerabilities to radicalisation see appendix A

Procedures for referrals
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.

Although serious incidents involving radicalisation have not occurred at Firthmoor Primary 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 professional disbelief that instances of radicalisation 'could not happen here' and to refer any concerns through implementing the school safeguarding procedures, **via the Designated Safeguarding Lead.**

When any member of staff has concerns that a pupil may be at risk of radicalisation or involvement in terrorism, they should speak with the Prevent Single Point of Contact (SPOC) and to the Designated Safeguarding Lead if this is not the same person.

The Prevent Single Point of Contact (SPOC) will be the lead within the School for safeguarding in relation to protecting individuals from radicalisation and involvement in terrorism: this will normally be the Designated Safeguarding Lead.

The SPOC for **Firthmoor Primary School** is **Mrs Ann Dixon, Headteacher**. The responsibilities of the SPOC are described in Appendix B

Risk reduction
The school governors, the Head Teacher and the Designated Safeguarding Lead will assess the level of risk within the school and put actions in place to reduce any identified risks.

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 (Personal, Social and Health Education), Citizenship and SMSC (Spiritual, Moral, Social and Cultural) provision is embedded across the curriculum and underpins the ethos of the school.

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

School will ensure that all staff are fully aware of the threats, risks and vulnerabilities that are linked to radicalisation; are aware of radicalisation and how this might be identified early on.

Policy Review

This policy statement will be reviewed annually as part of the overall Safeguarding and Child Protection policy review

Appendices

A. Indicators of vulnerabilities to radicalisation
B. Role and responsibilities of the single point of contact (SPOC)

<u>Further support</u>

Due Diligence and Counter Extremism Group (DDCEG) Helpline - (020 7340 7264) For school staff and governors to raise concerns relating to extremism directly and in confidence.

Durham Constabulary Prevent Team

Sgt Jayne Freeman

Direct dial 0191 375 2555
 Jayne.freeman@durham.pnn.police.uk

DC Steve Holden

Direct dial 0191 375 2905
Steven.holden@durham.pnn.police.uk

Prevent Team (office hours) 0191 375 2234

Non-urgent enquiries 101

Emergency calls 999

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

Prevent Duty Guidance

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

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

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

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

Useful websites

Resources to use with pupils

http://www.wherestheline.co.uk/

http://www.preventforschools.org/

http://educateagainsthate.com/

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. We also include in our definition of extremism calls for the death of members of our 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; or
   - 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. 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.

6. Indicators of vulnerability include:

   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;
   Individual 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.

However, 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; 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.

Appendix B

ROLES AND RESPONSIBILITIES OF THE SINGLE POINT OF CONTACT (SPOC)
The SPOC Firthmoor Primary is Ann Dixon, Headteacher 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 Firthmoor 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.