



Preventing Extremism & Radicalisation Policy

POLICY STATEMENT

Richard Cobden 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.

2. LINKS TO OTHER POLICIES

The Richard Cobden Primary School Tackling Extremism and Radicalisation Policy links to the following Richard Cobden Primary School policies:

- Child Protection and Safeguarding
- Equality Policy
- Anti-bullying Policy
- Behaviour Management Policy
- E-Safety Policy
- PSHE and citizenship policy

The following national guidelines should also be read when working with this policy:

- Keeping Children Safe in Education DfE March 2015
- Working Together to Safeguard Children HM Government March 2015.
- What to do if you are worried a child is being abuse March 2015
- PREVENT Strategy HM Government

3. AIMS AND PRINCIPLES

3.1 The Richard Cobden 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.

3.2 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 be supported to develop their understanding of the dangers of radicalisation, terrorism and exposure to extremist views; helping them to build resilience against these and to know what to do if they experience them.
- All pupils will be supported to develop an understanding of the importance of democracy and tolerance and acceptance of diversity
- All parents/carers and pupils will be made aware 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.

3.3 The main aims of this policy are to ensure that staff are fully engaged in being vigilant about radicalisation; that they understand that such issues can happen here, that they work alongside other professional bodies and agencies and that they feel confident to implement this policy to ensure that our pupils are safe from harm.

4. DEFINITIONS AND INDICATORS

4.1 Radicalisation is defined as the process by which a person comes to support terrorism and forms of extremism leading to terrorism.

4.2 Extremism is defined 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. It is where someone holds views that are intolerant of people of a different belief, ethnicity, culture, religion, gender or sexual identity. The government also includes calls for the death of members of the armed forces, both in this country and abroad as part of this definition.

4.3 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.
- Loss of interest in other friends and activities not associated with the extremist ideology, group or cause.
- Possession of materials or symbols associated with an extremist cause.
- Attempts to recruit others to the group/cause.
- Communications with others that suggests identification with an extremist group, cause or ideology.
- Accessing extremist literature and imagery
- Using insulting or derogatory names for another group.
- Increase in prejudice-related incidents committed by that person – these may include: physical or verbal assault, provocative behavior, damage to property, prejudice related ridicule or derogatory name calling, possession of prejudice-related materials, inappropriate forms of address, refusal to co-operate, attempts to recruit to prejudice-related organisations, condoning or supporting violence towards others.

5. PROCEDURES FOR REFERRALS

5.1 It is important for us to be constantly vigilant and remain fully informed about the issues which affect the local area, city and society in which we teach. Staff are reminded to suspend any 'professional disbelief' that instances of radicalisation 'could not happen here' and to be 'professionally inquisitive' where concerns arise, referring any concerns through the school's procedures for reporting safeguarding issues.

5.2 We believe that it is possible to intervene to protect people who are vulnerable. **Early intervention is vital** and staff must be aware of the established processes for front line professionals to refer concerns about individuals and/or groups. We must have the confidence to challenge, the confidence to intervene and ensure that we have strong safeguarding practices based on the most up-to-date guidance and best practise.

5.3 All members of the Senior Leadership Team (SLT) are trained to enable them to carry out the duties of the Designated Safeguarding Leaders for Child Protection and Safeguarding and will deal swiftly with any referrals made by staff or with concerns reported by staff.

5.4 The Head Teacher and the Senior Leadership Team will discuss the most appropriate course of action on a case-by-case basis and will decide when a referral to external agencies is needed.

5.5 As with any child protection referral, staff must be made aware that if they do not agree with a decision not to refer, they can make the referral themselves and will be given the contact details to do this.

6. GOVERNORS, LEADERS AND STAFF

6.1 The Head Teacher and all members of the Senior Leadership Team are the leaders for referrals relating to extremism and radicalisation. In the unlikely event that no Senior Leadership Team members and the Head Teacher are not available, all staff know the channels by which to make referrals. Details are included in the staff handbook.

6.2 Staff will be fully briefed about what to do if they are concerned about the possibility of radicalisation relating to a pupil, or if they need to discuss specific children whom they consider to be vulnerable to radicalisation or extremist views.

6.3 The Senior Leadership Team will work in conjunction with the Headteacher and external agencies to decide the best course of action to address concerns which arise.

6.4 Prejudicial behaviour can be a factor in radicalisation and extremism. With this in mind, Richard Cobden Primary School has procedures for dealing with prejudicial behaviour, as outlined in the Behaviour Management Policy and Equality Policy.

7. THE ROLE OF THE CURRICULUM

7.1 Our curriculum is broad and balanced. It 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.

7.2 Our PSHE and citizenship provision is embedded across the curriculum, including in SMSC and the active promotion of British Values which underpin the Richard Cobden values. It directs our assemblies and underpins the ethos of the school. It is recognised that vulnerable children may be more susceptible to radicalisation and therefore we strive to equip our pupils with confidence, self-belief, resilience, respect and tolerance as well as enabling them to challenge extremist views, and setting high standards and expectations for themselves.

7.3 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.

8. STAFF TRAINING

8.1 Through INSET opportunities in school and external training providers, we will ensure that our staff are fully aware of the threats, risks and vulnerabilities that are linked to extremism and radicalisation; are aware of the process of radicalisation 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 extremist activities.

9. VISITORS AND THE USE OF SCHOOL PREMISES

9.1 Children are NEVER left unsupervised with external visitors. Only those authorised to do so can work with our children unsupervised, and then only if they have a clear DBS check and are qualified to carry out the role they are in school for (e.g. Educational Psychologist, Speech and Language therapist, Occupational Therapist, Supply Teacher, Consultant, School Nurse).

9.2 Upon arriving at the school, all visitors including contractors, will read the child protection and

safeguarding guidance and be made aware of who the Designated Safeguarding Lead and the Deputy Designated Safeguarding Lead is and how to report any concerns which they may experience.

9.3 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.

DEALING WITH REFERRALS

We are aware of the potential indicating factors that a child is vulnerable to being radicalised or exposed to extreme views, including peer pressure, influence from other people (parents/older siblings/other family members) or the internet, bullying, crime and anti-social behaviour, family tensions, race/hate crime, lack of self-esteem or identity, prejudicial behaviour and personal or political grievances.

In the event of prejudicial behaviour the following system will be followed;

- All incidents of prejudicial behaviour will be reported directly to a member of the Senior Leadership Team or the Head Teacher.
- All incidents will be fully investigated and recorded in line with the Behaviour Management Policy and records will be kept in line with procedures for any other safeguarding incident.
- Parents/carers will be contacted and the incident discussed in detail, aiming to identify motivating factors, any changes in circumstances at home, parental views of the incident and to assess whether the incident is serious enough to warrant a further referral. A note of this meeting is kept alongside the initial referral in the Safeguarding folder.
- The SLT follow-up any referrals for a period of four weeks after the incident to assess whether there is a change in behaviour and/or attitude. A further meeting with parents would be held if there is not a significant positive change in behaviour.
- Prior to making a referral the school may also speak to and get advice from the police schools officer, the Police Prevent Engagement Officer (Gareth Tuck, gareth.tuck@met.pnn.police.uk or call 07818 587 396) and Camden's Prevent co-ordinator (Manisha Bhikha, manisha.bhikha@camden.gov.uk or call 020 7974 1475).
- It may be decided that a referral to the Channel Panel is necessary. In this case the pupil will first be referred to the Multi Agency Safeguarding Hub (MASH) team using an e-CAF in the same way as for other safeguarding referrals. The school will gather any relevant evidence, for example correspondence with parents, internet history and visited websites, notes from meetings to discuss concerns and behaviour, and known associates.
- In the event of a referral relating to an immediate risk or serious concerns about potential radicalisation or extremism, the school will contact the Police, PREVENT and the Assistant Director for Achievement (Learning and Improvement Service).
- Richard Cobden School recognises that everybody has the right to dissent. We respect everyone's right to hold different viewpoints. However, we will actively challenge extremist or radicalised behaviors in school.

Effective From	December 2021
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