Tackling Radicalisation and Extremism Policy

This policy is prescribed by The Good Shepherd Trust and is non-statutory. All references to 'the Trust', includes all Trust schools and subsidiary organisations.

Date adopted:	20/03/2019		Last reviewed:	29/08/2023
Review cycle:	2 yearly		Is this policy statutory?	No
Approval:	CEO		Author:	Liz Tedbury, Trust DSL
Local approval*:	James Baguley, Headteacher		Local author*:	Clare Haines, School Office Manager
Next review Date of Template Policy			August 2025	

*Local approval will either be the local committee, the head teacher, or the CEO (refer to policy schedule)

Revision record

Minor revisions should be recorded here when the policy is amended in light of changes to legislation or to correct errors. Significant changes or at the point of review should be recorded below and approved at the level indicated above.

Revision No.	Date	Revised by	Approved date	Comments
1	07/04/2021	A Johnston	n/a	Minor updates and typos to reflect reviewed documentation, CPOMS and Educare.
2	29/08/2023	L Tedbury	n/a	Minor updates to reflect reviewed wording and updated hyperlinks.

Tackling Extremism and Radicalisation Policy

1. **POLICY STATEMENT**

    Scott-Broadwood CofE Infant School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. We ensure that all our employment practices reflect this commitment. 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**

    This policy has links to several other policies including:
    - Child Protection Policy
    - Safeguarding Policy
    - Single Equalities Policy
    - Freedom of Expression
    - Visitors Policy and Visiting Speakers Agreement
    - Lettings Policy

    The following national guidelines should also be read when working with this policy:
    - Prevent Duty Guidance 2015
    - Keeping Children Safe in Education DfE (2023 at the time of revision)
    - Working Together to Safeguard Children DfE 2018
    - Promoting fundamental British values as part of SMSC in schools 2014

3. **AIMS AND PRINCIPLES**

3.1 This policy is intended to provide a framework for dealing with issues relating to vulnerability, radicalisation and exposure to extremist views. We recognise that we are well placed to be able to identify safeguarding issues and this policy clearly sets out how the school/college will deal with such incidents and identifies how the curriculum and ethos underpins our actions.

3.2 The objectives are that:
    - All local committee members, teaching and non-teaching staff, will have an understanding of what radicalisation and extremism is and why we need to be vigilant in the school/college.
    - All local committee members, teaching and non-teaching staff will know what the school/college policy is on tackling extremism and radicalisation and will follow the policy guidance swiftly if issues or concerns arise.
    - All pupils will be taught about the dangers of radicalisation and exposure to extremist views at an age-appropriate level; building resilience against these and knowing what

to do if they experience them.
- All parents/carers and pupils will know that the school/college has policies in place to keep pupils safe from harm and that the school/college regularly reviews its systems to ensure that they are appropriate and effective. Every school/college will have a clear safeguarding page on their website with links to all appropriate policies and contacts.

3.3   The main aims 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 kept safe from harm.

4.   DEFINTIONS AND INDICATORS

4.1   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.

4.2   Extremism is defined as the holding of extreme political or religious views.

4.3   There are a number of behaviours which may indicate a child is at risk of being radicalised or exposed to extremist 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 centered 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 a group, cause or ideology.
- Using insulting to derogatory names for another group.
- Increase in prejudice-related incidents committed by that person – these may include;
  - physical or verbal assault
  - provocative behaviour
  - damage to property
  - derogatory name calling
  - possession of prejudice-related materials
  - prejudice related ridicule or name calling
  - inappropriate forms of address
  - refusal to co-operate
  - attempts to recruit to prejudice-related organisations
  - condoning or supporting violence towards others.

See Appendix 6 for further information and guidance on possible indicators and actions that should be taken as a result.

5.   PROCEDURES FOR REFERRALS

5.1 It is important that we are constantly vigilant and remain fully informed about the issues which affect the local area and the society in which we teach and learn. Staff are reminded to suspend any 'professional disbelief' that instances of radicalisation 'could not happen here' and to be 'professionally curious' where concerns arise, referring any concerns through the appropriate channels. (See Appendix 1 – Dealing with referrals and Appendix 5)

5.2 We believe that it is possible to intervene to protect people who are vulnerable. **Early intervention is vital** and staff will 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 practice.

5.3 The Single Point of Contact (SPoC) is the Headteacher, James Baguley, who is also a Designated Safeguarding Lead (DSL). However, two members of the Senior Leadership Team (SLT) are also trained as DSL/DDSL's for child protection and safeguarding and will deal swiftly with any referrals made by staff or with concerns reported by staff, parents or other individuals.

5.4 Aspects of the SPoC's role description can be found in Annex B of Keeping Children Safe in Education (KCSIE), under the role as Designated Safeguarding Lead.

5.5 The SPoC/DSL or other DDSL's in their absence, 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 (See Appendix 1 and Appendix 5).

5.6 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 provided with the contact details to do this via the Child Protection and Safeguarding Policy and procedures.

5.7 If staff have a concern about the views being expressed by a visitor/visiting speaker, they should immediately refer this to the SPoC or a DDSL. See Trust Visitors Policy and Visiting Speaker Agreement for further details.

6. LOCAL GOVERNING COMMITTEE MEMBERS, LEADERS AND STAFF

6.1 The Headteacher is the SPoC and in their absence, the other trained DSL/DDSL's (Laura Bromham and Rebecca Hibbert) are responsible for making referrals relating to extremism and radicalisation. In the unlikely event that the Headteacher and other DSL/DDSL's are not available, all staff know the channels by which to make referrals via the child protection and safeguarding policy and procedures, which can be found on the school/college website and a hard copy is available in the school office.
The nominated local governing committee member for safeguarding is Andrew Poulton and the Trustee responsible for child protection and safeguarding is Mrs Mary Lewis.

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 DSL/DDSLs will work in conjunction with the Headteacher and external agencies to decide the

best course of action to address concerns which arise.

7. THE ROLE OF THE CURRICULUM

7.1 Our curriculum is broad and balanced and promotes fundamental British Values. 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 Personal Social Health Education (PSHE) and Spiritual Moral Social Cultural (SMSC) provision is embedded across the curriculum. It is linked to our collective worship/assembly programme and underpins the ethos and values of the school/college. 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. (See Appendix 4 – PSHE Curriculum Overview)

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 the school/college, 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 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. All staff and LC members are required to undertake specific training on Prevent, every two years (See Appendix 2- Staff training)

9. VISITORS AND THE USE OF SCHOOL PREMISES

If any member of staff wishes to invite a visitor into the school, they must first undertake a vetting process and seek the approval of the Headteacher.
Please see the Visitors Policy and Visiting Speakers Agreement for further information.

9.1 Upon arrival at the school/college, all visitors, will read the child protection and safeguarding guidance and be made aware of who the DSLs are and how to report any concerns which they may experience during their visit.

9.2 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.
Please see the Lettings Policy for further information.
Usage will be monitored and in the event of any behaviour not in-keeping with the Tackling Extremism and Radicalisation Policy, the school/college may contact the police and terminate the contract.

10. ADDITIONAL MATERIALS

10.1 See Appendix 3 for further reading

Appendix 1 – 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 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 and immediately to the Headteacher as SPoC or another DDSL in their absence
- All incidents will be fully investigated and recorded and will be kept in line with procedures for any other safeguarding incident.
- Unless contacting the parents/carers would place a child at risk of harm, 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 on CPOMS.
- The SPoC or DDSL will 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.
- If deemed necessary, serious incidents will be discussed and referred to Children's Services via C-SPA and the Police.
- Also see Appendix 5

The Department for Education has dedicated a telephone helpline (020 7340 7264) to enable staff and local governing committee members to raise concerns relating to extremism directly. Concerns can also be raised by email: counter.extremism@education.gov.uk Please note that the helpline is not intended for use in emergency situations, such as a child being at immediate risk of harm or a security incident, in which case emergency procedures should be followed. Further support can be found here.

Appendix 2 – Related safeguarding training records

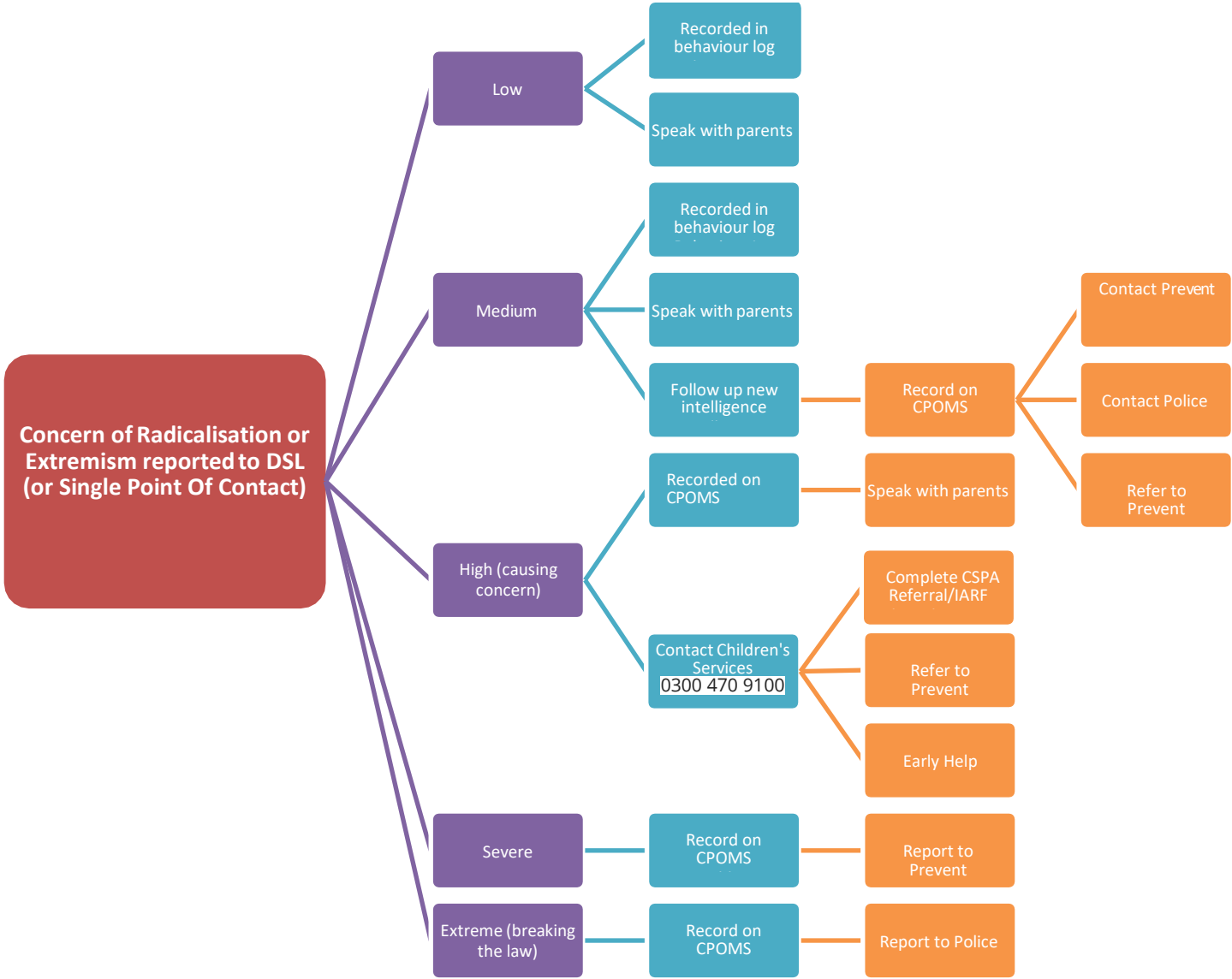| Type of Training	Delivered by	Delivered to	When and at what frequency
Refresher – General reminder of Prevent Strategy and this and other associated policies	DSL	All staff and local committee members	September inset Annually
The Prevent Duty	Educare	All staff and local committee members	September inset/as needed During induction period and every two years Certificates held in school office
Safer Recruitment Training	Educare or Trust	Persons involved in the staff or volunteer recruitment process	As required Refreshed on a 3 yearly basis Certificates held in school office
Safeguarding and Child Protection Training	Any accredited provider e.g. LA or NSPCC	All DSLs	As required Refreshed on a 2 yearly basis Certificates held in school office
Basic Safeguarding and Child Protection Training including KCSIE	DSL	All staff, local committee members	During induction period and receiving updates on an annual basis. Certificates held in school office
Tackling Female Genital Mutilation Refresher	DSL	All staff	September inset Annually

Appendix 3 - Additional materials

- The Prevent Strategy, GOV.UK – Home Office
- Prevent Duty Guidance 2015
- Keeping Children Safe in Education DfE (2023 at the time of revision)
- Working Together to Safeguard Children DfE 2018
- Promoting fundamental British values as part of SMSC in schools 2014

Appendix 4 – PHSE/SMSC Whole School Curriculum Overview

https://www.sbinfant.uk/PSHE-RSE/

Appendix 5 – Anti Radicalisation & Anti Extremism Flow Chart

Concern of Radicalisation or Extremism reported to DSL (or Single Point Of Contact)

- **Low**
  - Recorded in behaviour log
  - Speak with parents

- **Medium**
  - Recorded in behaviour log
  - Speak with parents
  - Follow up new intelligence
    - Record on CPOMS
      - Contact Prevent
      - Contact Police
      - Refer to Prevent

- **High (causing concern)**
  - Recorded on CPOMS
    - Speak with parents
  - Contact Children's Services 0300 470 9100
    - Complete CSPA Referral/IARF
    - Refer to Prevent
    - Early Help

- **Severe**
  - Record on CPOMS
    - Report to Prevent

- **Extreme (breaking the law)**
  - Record on CPOMS
    - Report to Police

Indicators of radicalisation or extremism* and the resulting response from Scott-Broadwood CofE Infant School

Characteristics as identified in key documents*	Possible behaviours displayed by pupils in school	Status	School's response Action - all incidents are to be reported to the Single Point of Contact SPoC or a DSL
Physical changes			
Possesses unexplained gifts and clothing (groomers will sometimes use gifts such as mobile phones and clothing to bribe a young person)	Children begin to bring gifts into the school/college and they don't clearly give appropriate reasons for having these gifts	Medium	Record in Behaviour Folder, report to a DSL and parents-seek further advice if any disclosure reveals greater concern
Sudden or gradual change in physical appearance/ Changing their style of dress or personal appearance to accord with the group	Pupil wears clothing with slogans or statements affiliated to a particular radical group, child personal appearance changes and attributes it to a belonging to a particular radical group	Severe or Extreme (if they are demonstrating law breaking)	Severe: Record on CPOMS, report to the DSL who will refer to Prevent Extreme (law breaking): Record on CPOMS, report to DSL & police
Sudden or unexpectedly wearing religious attire/ Possession of materials or symbols associated with an extremist cause	Pupil wears clothing with slogans or statements affiliated to a particular radical group, child personal appearance changes and attributes it to a belonging to a particular radical group, child is in possession of such items as website links, newspaper articles, magazines or religious symbols associated with a radical group	Severe or Extreme (if they are demonstrating law breaking)	Severe: Record on CPOMS, report to the DSL & Children's Services Extreme (law breaking): Record on CPOMS, report to the police
Social changes			
Cuts ties with their friends, family or community /Loss of interest in other friends and activities not associated with the extremist ideology, group or cause	Pupil missing from education or absent for extended periods with questionable reasons	Causing Concern	Report to Inclusion Service and follow LA guidance
	Parents report of a change in behaviour, friendships or actions and requests for assistance	Causing Concern	Record on CPOMS, seek advice/ investigation by DSL
	Repeated or ambiguous requests for extended leave to a country where the family may be known to have links with radicals	Severe	Severe: Record on CPOMS, report to the DSL /Inclusion Service & possible referral to Children's Services
Starts to become socially withdrawn/	Attempted withdrawal from lessons such as PE, RE	Medium	Record in Behaviour Log, report to

refusal to co-operate	PSHE celebration events linked to other festivals and these reasons are attributed to following the demands of a particular ideology. Parents report of a change in behaviour, friendships or actions and requests for assistance	Causing Concern	Inform DSL and parents. Seek further advice from Headteacher if any disclosure reveals greater concern. Keep records of any letters written to school from the parent/carer or any meetings had with parents.
Begins to associate with others who hold radical views/ Communications with others that suggests identification with a group, cause or ideology/ attempts to recruit to prejudice-related organisations	Child states that parents, cousins, siblings etc. mention phrases/words/comments that indicate religious intolerance, parents report a change in behaviour, friendships or actions and requests for assistance, partner agencies report issues affecting pupils in the school/college	Causing Concern	Report to DSL on CPOMS/ Seek advice from Children's Services (which may result in a referral to the MASH/CSPA team)
Bullies or demonises other people freely/ attempts to recruit to prejudice- related organisations	Discusses sympathy for groups such as Al-Qaeda, ISIS/ISIL, Al-Shabaab, Combat 18, BNP, Britain First, EDL, socially isolates and or bullies other children and/or selects friendship groups based on perceived faith, culture, heritage, makes derogatory comments about other religions or faiths	Causing Concern	Report to DSL on CPOMS/ Seek advice from Children's Services (which may result in a referral to the MASH/CSPA team)
Associates with known radicals/ Spending increasing time in the company of other suspected extremists	Child states that parents, cousins, siblings etc. mention phrases/words/comments that indicate religious intolerance, parents report of a change in behaviour, friendships or actions and requests for assistance, partner agencies report issues affecting pupils in the school	Causing Concern	Report to DSL on CPOMS/ Seek advice from Children's Services (which may result in a referral to the MASH/CSPA team)
Becoming dependent on social media and the internet/ possession of prejudice-related materials	Reported attempts to visit extremist websites etc. Friends/parents report that child has accessed extremist information at home	Severe	Report on CPOMS/ Seek advice from Children's Services (which may result in a referral to the MASH/CSPA team)
Begins to attend rallies and demonstrations for extremist causes	Parents report of a change in behaviour as the pupils is attending group sessions/rallies/demonstrations of known extremist or radical groups, reported incidences of pupils establishing friendships or actions with links to known extremist or radical groups and parents/carers request for assistance, partner agencies report issues affecting pupils in the school/college	Severe	Report on CPOMS/ Seek advice from Children's Services (which may result in a referral to the MASH/CSPA team)
Visits extremist websites, networks	Internet log identifies attempted visits to extremist	Severe	Report on CPOMS/ Seek advice from

and blogs	website etc. parents report that child has accessed extremist information at home, partner agencies report issues affecting pupils in the school/college		Prevent team
Emotional and verbal changes			
Displays hatred or intolerance of other people or communities because they are different/ Using insulting to derogatory names for another group/ prejudice related ridicule or name calling/ inappropriate forms of address	Pupil makes derogatory comments about other religions or faiths	Medium OR Causing Concern depending upon frequency and regularity	Record in Behaviour Log, report to DSL and parents-seek further advice from DSL if any disclosure reveals greater concern. Report on CPOMS/ Seek advice from Children's Services (which may result in a referral to the MASH/CSPA team)
Begins to complain, often with anger, about governmental policies, especially foreign policy	Parents report of a change in behaviour, friendships or actions and requests for assistance	Causing Concern	Report on CPOMS/ Seek advice from Children's Services (which may result in a referral to the MASH/CSPA team)
Begins to believe in government conspiracies	Parents report of a change in behaviour, friendships or actions and requests for assistance	Causing Concern	Report on CPOMS/ Seek advice from Children's Services (which may result in a referral to the MASH/CSPA team)
Exhibits erratic behaviour such as paranoia and delusion	Parents report of a change in behaviour, friendships or actions and requests for assistance	Causing Concern	Report on CPOMS/ Seek advice from Children's Services (which may result in a referral to the MASH/CSPA team)
Speaks about seeking revenge/provocative behaviour	Use of extremist 'hate' terms to exclude others to incite violence	Causing Concern	Report on CPOMS/ Seek advice from Children's Services (which may result in a referral to the MASH/CSPA team)
Demonstrates sympathy to radical groups/ Attempts to recruit others to the group/cause	Discusses sympathy for groups such as Al-Qaeda, ISIS/ISIL, Al-Shabaab, Combat 18, BNP, Britain First, EDL and socially isolates other children and/or selects friendship groups based on perceived faith, culture, heritage	Causing Concern	Report on CPOMS/ Seek advice from Children's Services (which may result in a referral to the MASH/CSPA team)
Starts to exhibit extreme religious intolerance/ derogatory name calling	Makes derogatory comments about other religions or faiths, discusses narrow viewpoints in RE lessons, graffiti symbols, writing or art work promotes extremist messages	Severe	Report on CPOMS/ Seek advice from Children's Services.
Advocates violence or criminal	Use of extremist 'hate' terms to exclude others to incite	Severe or Extreme	Severe: Report on CPOMS/ Seek advice from

behaviour/ physical or verbal assault/ damage to property/ condoning or supporting violence towards others	violence, partner agencies report issues affecting pupils in the school	(if they are demonstrating law breaking)	Seek advice from Children's Services (which may result in a referral to the MASH/CSPA team) Extreme (law breaking): Record on CPOMS, report to the police

KEY DOCUMENTS
*The Prevent duty, Departmental advice for schools and childcare providers 2015
*Keeping children safe in education, statutory guidance for schools and colleges DfE
 *Working Together to Safeguard Children-DfE 2018