

St Anne's C of E (A) Primary



St Anne's C of E (A) Primary School Tackling Extremism & Radicalisation Policy

The Mission of St Anne's C of E School is to develop the whole child; mentally, physically and spiritually in a caring, Christian environment through close links to Church and community.

Approved by	Approval date	Review date
FGB	30 January 2019	Spring 2020

1. POLICY STATEMENT

St Anne's C of E (A) 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 St Anne's C of E (A) Primary School Tackling Extremism and Radicalisation Policy links to the following school policies:

- Whole School Child Protection Policy
- Equality Policy
- Anti-bullying Policy
- E-Safety Policy

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

- PREVENT Strategy HM Government
- Keeping Children Safe in Education July 2015 (updated September 2018)
- Working Together to Safeguard Children

3. AIMS AND PRINCIPLES

- a. The St Anne's C of E (A) 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.
- b. The objectives are that:
 - All governors, teachers, teaching assistants and non-teaching staff will have an understanding of the Prevent Duty and 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.
- c. The main aims of this policy are to ensure that staff are fully engaged in being vigilant about radicalisation and ensure that we work alongside other professional bodies and agencies to ensure that our pupils are safe from harm.

4. DEFINITIONS AND INDICATORS

- a. 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.
- b. Extremism is defined as the holding of extreme political or religious views.

- c. 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 a group, cause or ideology
 - 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
 - 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 organisation
 - condoning or supporting violence towards others

5. PROCEDURES FOR REFERRALS

- a. Although serious incidents involving radicalisation have not occurred at St Anne's C of E (A) Primary School to date, it is important for us to be constantly vigilant and remain fully informed about the issues which affect the local area 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 appropriate channels. (See Appendix 1 – Dealing with referrals)
- b. 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 practice.
- c. The Head Teacher and Inclusion Manager are trained as Designated Senior Leaders for Child Protection and Safeguarding and will deal swiftly with any referrals made by staff or with concerns reported by staff.
- d. The Head Teacher 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 – Dealing with referrals).
- e. 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 have the contact details to do this.

6. GOVERNORS, LEADERS AND STAFF

- a. The Head Teacher, Deputy Head Teacher and Inclusion Manager are the leaders for referrals relating to extremism and radicalisation. In the unlikely event that they are not available, all staff know the channels by which to make referrals via the safeguarding information in the school staff room.

- b. 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.
- c. The SLT will work in conjunction with the Head Teacher and external agencies to decide the best course of action to address concerns which arise.

7. THE ROLE OF THE CURRICULUM

- a. Our curriculum promotes respect, tolerance and diversity. Children are encouraged to share their views and recognize that they are entitled to have their own different beliefs which should not be used to influence others.
- b. Our PSHE provision is embedded across the curriculum. It directs our collective worship assemblies and underpins the ethos of our church 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.
- c. 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; see E-Safety Policy.

8. STAFF TRAINING

All staff will take the Channel Awareness online training.

- a. 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 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. (See Appendix 2 – Staff training)

9. VISITORS AND THE USE OF SCHOOL PREMISES

- a. If any member of staff wishes to invite a visitor in the school, they must first receive approval from the Head Teacher subject to Safeguarding Checks including DBS checks and photo identification. Children are NEVER left unsupervised with external visitors, regardless of safeguarding check outcomes.
- b. Upon arrival at the school, all visitors including contractors are made aware of our Safeguarding procedures, and to report any concerns which they may experience to the Head Teacher or Deputy Head Teacher.
- c. 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.

10. POLICY REVIEW

- a. The St Anne's C of E (A) School Tackling Extremism and Radicalisation Policy will be reviewed annually as part of the overall Child Protection and Safeguarding policy review.

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 to the Head Teacher ,Deputy Head Teacher & Inclusion Manager.
- All incidents will be fully investigated and recoded in line with our Safeguarding procedures.
- 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 School Staff member 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 Sarah Lee at Notts County Council.

Appendix 2 – Staff Safeguarding Training

Type of Training	Delivered by	Delivered to	When and at what frequency
Safer Recruitment Training	NCC	Headteacher and governors	Certificates held in school Safeguarding folder
Safeguarding and Child Protection Training	Services for Education in Partnership with Notts County Council	HT/ Inclusion Manager / Deputy Designated Lead & designated governors for child protection	Refreshed on 2 year basis. Certificates held in school Safeguarding folder
Safeguarding and Child Protection Training – (Dissemination) incorporating: <ul style="list-style-type: none"> • Tackling Homophobia in schools • Tackling Domestic Violence • Tackling Female Genital Mutilation 	Head Teacher/ LA	All staff, governors, office staff, and dinner supervisors	Repeated for all staff during first half of Autumn term each academic year and ongoing.
Looked After Children Training for DSLs	Looked After Children Education Service (LACES)	DSL for Looked After Children	Refreshed on 2 year basis. Certificates held in school Safeguarding folder
Fire Safety Training	Nottinghamshire Fire & Rescue Service	All staff, office staff, site management and dinner supervisors	Delivered by NCC on a 3 year basis. Refresher for all staff on an annual cycle and new staff on induction.
Emergency First Aid Training	First Aid Instruction Services	All staff, office staff, and dinner supervisors	Refreshed on 3 year basis.

Appendix 3		
1. LEADERSHIP - structures are in place and visible throughout the school		
Evidence	Red/Amber/ Green	Self Assessed Rating
The Senior Leadership Team and Governors are aware of the Prevent Strategy and its objectives.	G	Red (R): not able to evidence any Amber (A): evidence of some but not all Green (G): evidence of all and more
There is an identified strategic Prevent lead within the school who understands the expectations and key priorities to deliver the Prevent Duty.	G	
Supporting young people vulnerable to radicalisation is embedded within Safeguarding Policies and Procedures.	G	
Prevent safeguarding responsibilities are explicit within the School's Safeguarding Team and take into account the policies and procedures of the Local Safeguarding Children Board (LSCB).	G	
There is a clear awareness of roles and responsibilities throughout our organisation regarding Prevent.	A	
The Headteacher and Senior Leadership Team drives the implementation of the Prevent Duty.	G	
2. CAPABILITIES –staff and governors adequately trained on Prevent Duty		
Evidence	Red/Amber/ Green	Self Assessed Rating
All school staff have accessed the Channel online Prevent training to ensure a basic awareness of raising the profile of the Prevent agenda and keeping children safe.	G	Red (R): not able to evidence any Amber (A): evidence of some but not all Green (G): evidence of all and more
The designated member of staff in school disseminates information relevant to the Prevent duty as and when available. HT,DHT & Safeguarding Gov have attended additional Prevent training provided by LA..	G	
There is appropriate staff guidance and literature available to staff on the Prevent agenda.	A	
3. RISK ASSESSMENT – Risks around extremism are understood and appropriate referral process is in place		
Evidence	Red/Amber/ Green	Self Assessed Rating
All key staff show understanding of risks affecting children and how to support individual children who may be at risk.	G	Red (R): not able to evidence any Amber (A): evidence of some but not all Green (G): evidence of all and more
A single point of contact for any Prevent concerns raised by staff, students or parents within the school has been identified (Head Teacher and in her absence the Deputy Head Teacher)	G	
A single point of contact understands when it is appropriate to make a referral to the Channel programme, in contact with Sara Lee at Notts County Council	R	

Prevent referrals/notifications are being managed or overseen by relevant staff.	R – none to date	
An audit trail for notification reports/referrals exists.	R – none to date	
A process is in place to identify and develop ‘lessons learnt’.	R – none to date	
4. WORKING IN PARTNERSHIP – develop multi-agency approaches to address safeguarding issues and deliver quality curriculums		
Evidence	Red/Amber/ Green	Self Assessed Rating
Partner agency communication channels have been developed – Prevent Lead at Nottinghamshire County Council is first port of call when outside agencies need to be consulted or for making a Channel referral.	G	Red (R): not able to evidence any Amber (A): evidence of some but not all Green (G): evidence of all and more
The single point of contact is identified in Children’s Services to liaise on a range of safeguarding issues.	G	
Effective links established with Children’s Services for support on radicalisation and extremism.	G	
School has policy/procedure for working with partner organisations, individuals and external users of school premises.	G	

Signed..... Chair of Governors
January 2019