MILFORD PRIMARY SCHOOL

TACKLING EXTREMISM & RADICALISATION

Vision Statement

Milford school sits at the heart of the community, where all involved strive for excellence. Each child is supported in their learning journey and the fulfilment of individual potential.

Care, share, respect and learn

Spring 2017

This Policy should be read with the following policies:

- **Milford Primary School** Safeguarding and Child Protection Policy

- Working Together to Safeguard Children. The guidance is available via the following link: **http://www.workingtogetheronline.co.uk/index.html**

- Keeping Children Safe in Education . The guidance is available via the following link: **https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/418686/Keeping_children_safe_in_education.pdf**

- **Prevent Duty Guidance for England & Wales; a Guidance for specified authorities (Counter Terrorism & Security Act)**

  https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/417943/Prevent_Duty_Guidance_England_Wales.pdf

- The Dfe Prevent Duty Departmental advice for Schools and child care providers . The guidance is available via the following link: https://www.gov.uk/government/publications/protecting-children-from-radicalisation-the-prevent-duty

- Information Sharing: Advice for Practitioners providing Safeguarding Services to Children, Young People, Parents and Carers". . The guidance is available via the following link: **https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/419628/Information_sharing_advice_safeguarding_practitioners.pdf**

1.   Our Policy

1.1   Milford Primary School fully recognises its responsibilities for tackling extremism in all forms and its responsibilities in protecting children/young people from exposure to all types of radicalisation.

2.   Aims & Principles

2.2   This Extremism and Radicalisation Policy is intended to provide us with a framework of dealing with issues of vulnerability, exposure to extreme views and ideologies which are seen to be inflammatory and against the ethos of our school.

2.3   We recognise we are in an important position to identify the early signs, looking to safeguard and protect children who are susceptible and vulnerable. We recognise the need to respond in taking appropriate action to prevent extremist views and ideologies developing alongside providing a broad curriculum. This policy sets out how we will deal with this.

2.4   Our parents and carers also need an understanding of the issues and are well informed of our efforts at every opportunity in order that they are clear about how the school will deal with such incidents including how our curriculum and ethos underpins our actions.

2.5   Effective engagement with our parents is also important as they are in a key position to spot signs of radicalisation. It is important to assist and advise families who raise concerns and point them in the right direction for support.

2.6   We will make this policy available to our parents/carers and to our local community through the school website.

3.   Links to other policies

3.1   The Tackling Extremism & Radicalisation Policy is linked to the following policies:

- **Safeguarding & Child Protection Policy**
- **Equality & Diversity Policy**
- **Anti- bullying Policy including Cyberbullying**
- **Behavioural Management Policy**
- **E-safety Policy**
- **A British values statement**

Furthermore, we will follow the procedures set out by the Derbyshire Safeguarding Children's Board with reference to Safeguarding Children and Young People who are deemed to be vulnerable to Violent Extremism: http://derbyshirescbs.proceduresonline.com/index.htm

3.2   In tackling extremism and radicalisation we will take account of the following national guidelines and legislation:
- CONTEST (Counter Terrorist Strategy)
- Prevent Duty Guidance for specified local authorities HMI
- Channel Duty Guidance
- Counter Terrorism & Security
- The Prevent Duty, Dfe Departmental advice for schools and child care providers

4.   Duties, Powers, Responsibilities

4.1   Section 26 of the Counter Terrorism and Security Act 2 places a duty upon Local Authorities and all specified settings including Schools in the exercise of their functions to have "due regard to the need to prevent people from been drawn into terrorism". It is applied to bodies in the UK who have significant interaction with people vulnerable to radicalisation.

4.2   We are required in our functions under section 26 to:

- Know about and Identify early indicators in pupils.
- Develop the confidence to challenge and intervene.
- Assess the risk of our pupils being drawn into terrorism and terrorist ideology.
- Have clear protocols & keep records.
- Be monitored by Ofsted in how we exercise these duties.

4.3   We therefore recognise the Prevent strategy is part of the overall Counter Terrorism Strategy, CONTEST in the UK. The aim of Prevent is to reduce the threat to the UK from terrorism by stopping people becoming terrorist or supporting terrorism.

4.4   We understand Channel to be an element of the Prevent strategy aimed at stopping vulnerable people being drawn into terrorism, a programme working to challenge extremist ideas who work with individuals including children and young people.

4.5   We will work with the Local Authority and with other agencies in making sure we undertake our duties under Prevent.

5.   Definitions & Indicators

5.1   We recognise that extremism is defined as the holding of extreme political or religious views. It is a vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty, mutual respect and the tolerance of different faiths and beliefs. We also include in our definition any calls for the death of members of our armed forces, whether in this country or abroad.

5.2   We recognise radicalisation as the process by which people come to support terrorism, violent extremism and, in some cases, to then participate in terrorist groups, which can mean leaving their country to pursue this.

5.3   We recognise that children can be enticed into radicalisation as they are more vulnerable and susceptible to this. They therefore can be drawn into violence or they can be exposed to the messages of extremist groups by many means, especially on line and through social media. The school recognises that social media is increasingly a child's or young person preferred method of communication which can increase their risk of exposure to radicalisation.

5.4   Messages, views, ideologies that are extremist can come from parents/carers, family members or friends, and/or from direct contact with member groups and organisations. It can come from staff within an organisation, or be brought into a school by staff, governors, or volunteers.

5.5   Research has identified helpful lists of indicators based on actual UK case studies which would identify how a child or young person is vulnerable to radicalisation.
The risk of radicalisation is the product of a number of factors and identifying this risk requires all our staff in **Milford Primary School** being able to exercise their judgement in raising any concern and reporting to the appropriate leads within the school.

5.6   We understand the following concerns as some indicators of vulnerability in children / young people to radicalisation and ones that are based upon research and from examples of case studies but that there is no definitive list and all these following concerns, indicators, factors and risk indicators are to be taken into account:

- Identity Crisis - distance from cultural/religious heritage and uncomfortable with their place in society around them;

- Personal Crisis - family tensions, sense of isolation, adolescence, low self-esteem, disassociation with existing friendship groups, becoming involved in new and different groups of friends, searching for answers to questions about identity, faith and belonging;

- Personal Circumstances - migration, local community tensions, events affecting country or region of origin, having a sense of grievance that is triggered by personal experience racism, discrimination or aspects of government policy;

- Unmet Aspirations - perceptions of injustice, feeling of failure, rejection of civic life;

- Criminality - experiences of imprisonment, poor resettlement/reintegration, previous involvement with criminal groups.

5.7   We recognise the following potential diagnostic Indicators identified in the CHANNEL Guidance which include:

- Use of language seen to be inappropriate (e.g. causing distress or alarm and perceived to be prejudiced, inflammatory, or hateful).
- Noticeable behavioural changes.
- Expression of extreme views.
- Possession of extremist literature.
- Advocating violent actions and means.
- Seeking to recruit others to an extremist ideology.

5.8   We also understand these critical risk factors which indicate a possible process of potential grooming/entrapment:

- Changes in faith/ideology.
- Sudden name change linked to a different faith/ideology.
- Significant changes in appearance.
- Secrecy on the internet & access to websites with a social networking element.
- Narrow/limited religious or political view.
- Attendance at certain meetings e.g. rallies and articulating support for.
- "Them" and "us" language/rhetoric.
- Justifying the use of violence to solve societal issues.
- Isolation from usual friends, family or social groups.
- Sudden unexplained foreign travel.

5.9   We will assess and monitor the risk of children being drawn into terrorism; the general risks may vary from area to area, and according to their age, local threat and proportionality. This School recognises we are in an important position to identity risks within our local context.

5.10   We will use our Child Protection/Safeguarding Report form used to raise safeguarding concerns in the school on an individual pupil and a risk assessment if the concern is a Prevent concern. If the concern is a Prevent concern we will use the guidance and assessment as prescribed by the local authority.

5.11   We will try and help our pupils to keep safe on line and consider the impact of social media networking sites with additional consideration to the threat of exposure to extremism and radicalisation. We are aware of the increased risk of on-line radicalisation and how terrorist groups seek to radicalise young people on line.

5.12   We will use appropriate levels of filtering and consult with the relevant IT providers and provide training where necessary

6.   The Role of the curriculum

6.1   We will work to ensure that our pupils will be skilled and equipped to be resilient and resist involvement in extreme or radical activities. Therefore we recognise the need to build resilience in our pupils to make them less vulnerable.

6.2   We will therefore provide a broad and balanced curriculum within which we aim to support pupils in their Spiritual, Moral, Social and Cultural development (SMSC). SMSC development is promoted through all our subjects, including the ethos of our school where development of positive attitudes and values is central to everything we do.

6.3   Values underpinning public life in the UK have been summarised as democracy, the rule of law, individual liberty, mutual respect, and the tolerance of those with different faiths and beliefs. It is important that our pupils understand this through different approaches using a   balanced and broad curriculum. This supports our pupils to be responsible citizens and prepares for an adult life living and working in Britain which is diverse and changing.

6.4   Our School will ensure the promotion of British values (British Values statement on Website) and that these efforts are inclusive and promote unity between pupils, parents/carers and the local community.

7.   Training

7.1   As part of our statutory duties and through opportunities we will ensure that all staff are fully aware of the threats, risks and vulnerabilities that are linked to extremism and radicalisation. This includes being alert to early indicators, responding to and reporting concerns. This will include all staff including volunteers and governors and will be incorporated into staff induction training.

7.2   We will ensure that all staff are trained to be equipped and skilled in this field, making available training resources and support opportunities where required. We will follow the recommendations of the Local Authority and ensure staff attend Prevent/WRAP, or other recommended training and that this is relevant to the job role in the school.

7.3   In making sure that support needs are met of the pupils that staff including volunteers and governors understand CHANNEL, CHANNEL strategies and how to refer into Channel using local processes.

8.   Safeguarding Roles and Responsibilities- Appendices A

9.   Procedures for Referrals

9.1   Milford Primary School will seek advice on:

- Parents/carers presenting worrying views to any teacher, visitor or governor.

- A Staff member, governor, volunteer or visitor presenting concerning views.

- Access to radical teachings by anyone in the School.

- Online exposure and the viewing of on line materials seen to be concerning, disturbing, inflammatory, or anti- British in tone.

- Any child or young people/parents/ visitors on school property who you may feel are discussing/providing information to children that may be seen as inciting or inflammatory.

- Taking action to remove children from curriculum based activities or visits on the basis of a view perceived to be linked to an extreme view, ideology or irrational fear.

9.2   All concerns and incidents will be fully investigated and in all cases the Designated Safeguarding Lead can contact the Child Protection Manager for Schools/ Education settings or in their absence the Safeguarding Team for advice and support regarding next steps.

9.3   The Department of Education has also a dedicated a telephone helpline (020 7340 7264) to enable staff and governors to raise concerns related to extremism. It is not intended for use in emergency situations.

9.4   Where a concern or incident is judged to be immediate and serious an appropriate lead in the School will contact the police directly.

9.5   All concerns will be referred by the Safeguarding Designated Lead to Starting Point. This is a single point of contact for advice, support and referrals for early help, MAT, Children's social care referrals (replaces Call Derbyshire for children and young people).

9.6   There is a case referral pathway process and depending upon the significance of the concerns will include a referral into the local prevent team, and decisions will be made around a referral into Channel.

<u>Visitors and use of School premises</u>.

See page 8.

10.   Schools Premises

10.1   We will ensure the school building will not be used to give a platform to extremists this will be monitored as follows:

- If a member of staff wishes to invite a speaker into **Milford Primary School** prior approval and agreement will be made with the Head Teacher and they will be subject to the appropriate school safeguarding checks.

- Usage of school premises will be monitored and in the event of any behaviour not in keeping with the Safeguarding and Child Protection Policy, the School will terminate the contact and may in some circumstances contact the police.

Help, Support & Signposting

Child Protection Manager Schools/Educational Settings Derbyshire- Debbie Peacock
01629 531079   Debbie.peacock@derbyshire.gov.uk

DCC Child Protection/ Safeguarding Team – 01629 532178

Derbyshire Police 101- can route non urgent referrals through to the PREVENT Team
Children's Social Care (single point of Contact- Starting Point) - 01629 533190

Seamus Carroll is the lead officer for Prevent at Derbyshire County Council
seamus.carroll@derbyshire.gov.uk   Telephone 01629 538494 or 07771 980107

Contacts for training and learning:
Prevent, WRAP, Channel, CONTEST
- http://www.saferderbyshire.gov.uk/training-and-resources/courses-and-bookings/counter_terrorism/default.asp

- https://www.gov.uk/government/publications/counter-terrorism-strategy-contest

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

- https://www.gov.uk/government/publications/channel-guidance

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

Contacts for training:

http://www.saferderbyshire.org.uk/training-and-resources/courses-and-bookings/counter_terrorism/default.asp

Useful Websites:

UK Safer Internet Centre:
Guidance for teachers, and other professionals supporting children about how to stay safe on line & from radicalisation. **Includes:** checklists for Facebook, Twitter, Snapchat, Instagram. They can be downloaded and used in Schools.
www.saferinternet.org.uk

London Grid for Learning which has a range of short videos which explain some of the issues very well. Also provides the extremist narrative and developing a counter narrative.   http://counterextremism.lgfl.org.uk/

Teaching approaches that build resilience to extremism amongst young people =
www.gov.uk/government/publications/teaching

PREVENT
www.gov.uk/government/policies/protecting-the-uk-against-terrorism/supporting-pages/prevent
PREVENT Tragedies = www.preventtragedies.co.uk
Families Matter= www.familiesmatter.org.uk
NCALT -an E learning module which gives awareness of the CHANNEL process. Issued with certificate=
http://course.ncalt.com/Channel_General_Awareness/01/index.html

Safeguarding Roles and Responsibilities- Appendices A

All Staff and Volunteers of our School have responsibility for the following:

- Being aware of the Derby City and Derbyshire Safeguarding Procedures including those **with reference to Safeguarding Children and Young People Vulnerable to Violent Extremism and** ensuring these procedures are followed;

- Being aware of the Derby City and Derbyshire Safeguarding Children Board's Escalation Policy and Process, which may be followed if a staff member fears their concerns have not been addressed, and of the Confidential Reporting Code (Whistle Blowing);

- Ensuring they attend PREVENT/WRAP training and any other training prescribed by the Local Authority relevant their role in the school;

- Being alert to the definitions and indicators around extremism and radicalisation, acting upon any of these concerns by reporting these to the Designated Safeguarding Lead(s) within the School;

- Raising any concerns relating to extremism, or worrying ideologies, where a child or young person may have access to materials through online media contact or viewing to the Designated Lead(s) for Safeguarding The Designated Lead is the single point of contact for Prevent concerns;

- Bringing any concerns to the Designated Safeguarding Lead relating to parents/carers or visitors on the schools premises expressing views seen to be inflammatory, or contrary to the schools principles in this policy and to a curriculum promoting diversity;

- Being proactive in the school in protecting vulnerable children from exposure to radical views and being radicalised by them;

- Promoting an ethos within the school with regard to principles of equality, diversity and the positive values of different cultures;

- Understanding the implications of prejudice based bullying in an aim to protect children and young people from being radicalised;

- Understanding British values and the broader values of living and working in Modern Britain and being proactive in contributing these to children's learning.

- Listening to and seeking out the views, wishes & feelings of our pupils, ensuring that the vulnerable child's voice is heard and acknowledged;

- Obtaining advice and seeking support for our pupils using the referral routes when a child or young person has been identified as vulnerable to extremism and radicalisation.

The Designated Safeguarding Lead has responsibility for the following:

- Understanding they are the single point of contact in relation to protecting pupils from radicalisation and involvement in terrorism (SPOC);

- Being aware of the Derby City and Derbyshire Safeguarding Procedures **in regard to 'Safeguarding Children and Young People Vulnerable to Violent Extremism',** ensuring these procedures are followed.

- Understanding that all concerns are seen as safeguarding concerns and reported under the procedures which are set out;

- Understanding that when concerns are bought to their attention they are aware of the advice and referral process PREVENT/Channel which is available in the local authority;

- Being aware that they may be asked to attend a Channel panel to present, discuss and agree a course of action on a child raised through that process;

- Ensuring the child receives the support available through PREVENT and Channel;

- Being aware of signposting to other support services, web based organisations and agencies that can assist a school;

- Monitoring the effect in practice of the RE curriculum and assembly policy, or in teachings where relevant that they are used to promote community cohesion and are reflective of multi-faith and beliefs;

- Informing and keeping up to date as part of their training responsibilities all staff and volunteers;

- Keeping records of any concerns labelled clearly as Prevent, using and recording risk assessments, interventions, and any advice and support that is sought.

Governors and School Leadership of our school are responsible for (and need to ask a School about):

- The Designated Lead in the School will be acting as the single point of contact for concerns;

- The Safeguarding Designated lead(s) having access to the training as prescribed by the Local Authority;

- All Staff, including volunteers is being given access to the training as prescribed by the Local Authority and relevant to their job role;

- Ensuring that the Safeguarding Designated Lead(s) is sufficiently trained and equipped to deal with extremism and radicalisation in their school and he/she remains up to date with any guidance/legislation changes;

- That processes of keeping records are in place for the reporting and recording of any concerns. That there is evidence of Risk Assessments being undertaken, and records are maintained of any interventions, advice and support that have been sought;

- Considering how children may be taught about extremism and radicalisation as part of the broader Safeguarding in the school which is promoted through teaching and learning opportunities as part of providing a broad and balanced curriculum;

- Actively promoting values of democracy, the rule of law, individual liberty, mutual respect and tolerance of those with different faiths and beliefs;

- Having in place an e-Safety Policy which can also address the concerns of radicalisation on line;

- Making sure that this policy including any teachings or statements relating to the work of protecting children from radicalisation is available to parents, and carers as appropriate, including displaying on the schools website.

Management of the Policy

The Head Teacher of **Milford Primary School** will implement the policy and will ensure that all staff including volunteers have read and signed confirming that they have read and understood their responsibilities.

The Governing Body will oversee the policy; ensure its implementation and compliance to statutory duties and review its content on an annual basis.

The school will undertake a regular audit and review of this policy and in light of any changes in guidance /legislation how these changes will be implemented within the School.

The Head Teacher will report on and discuss progress within the School/Educational setting to the Governing Body on an annual basis.

A record of the minutes are recorded the School Governing Report covering the discussion on the Policy of Extremism, Radicalisation and the Prevention of British values, detailing how proactive the school is in ensuring this policy is reflected in the schools ethos and curriculum.

Signed by:

Chair of Governors

Review Date Spring 2018.

This policy should be read in conjunction with:-

Safeguarding Policy

Separated Parents Policy

Children Missing from Education policy

Physical Intervention Policy

Code of Conduct for Staff Policy

Online Safety Policy

Domestic violence Policy

Anti Bullying Policy

Looked After Children Policy

Accessibility Policy and Plan

Sen Policy