



## Tackling Extremism & Radicalisation Policy

<b>Applicable to:</b>	✓	Astley Community High School
	✓	Seaton Sluice Middle School
	✓	Whytrig Middle School
<b>Approval body:</b>	Pupil Support Committee	
<b>Effective date:</b>	January 2016	

**Status:**

<b>Statutory policy or document</b>	No
<b>Review frequency</b>	Governing body to determine
<b>Approval by</b>	Governing body to determine

**Publication:**

<b>Statutory requirement to publish on school website</b>	No
<b>Agreed to publish on school website</b>	Yes

**Version Control:**

<b>Revision Record of Published Versions</b>			
<b>Author</b>	<b>Creation Date</b>	<b>Version</b>	<b>Status</b>
Head of School - WMS (JS)	26 January 2016	1.0	Approved version for SVF adapted from NCC model policy
<b>Changed by</b>	<b>Revision Date</b>		

<b>Review Date</b>	
<b>Frequency</b>	<b>Next Review Due</b>
Annually	January 2017

## 1. Policy Statement

The Seaton Valley Federation of Schools 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. It links to a number of other school policies designed to safeguard children including Child Protection Policy, Equality Policy, Anti-bullying Policy, Positive Behaviour Management Policy and E-Safety Policy.

## 2. Aims and Principles

- The 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.
- The objectives are that:
  - All governors and staff will have an understanding of what radicalisation and extremism are and why we need to be vigilant in school.
  - All governors and staff will be aware of the policy and will follow the guidance promptly 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.
- The main aims of this policy are to:
  - ensure 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.

## 3. Definitions and Indicators

**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.

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

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 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.

#### 4. Procedures for Referrals

- It is important for us to be constantly vigilant and remain fully informed about the issues which affect the local area, city and society. 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)
- 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.
- Members of the Senior Leadership Team (SLT) of each school 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.
- The SLT member will consider 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).
- 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 contact details will be available in the staffroom.

#### 5. Governors, Senior Leadership Team and Staff

- The Executive Headteacher and all other members of the SLT are the leaders for referrals relating to extremism and radicalisation. In the unlikely event that no SLT members within the Seaton Valley Federation are available, all staff know the channels by which to make referrals via the contact details in the staffroom.
- 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. Resources for further reading are listed in Appendix 2.

- The SLT will work in conjunction with the Executive Headteacher, pastoral support team and external agencies to decide the best course of action to address concerns which arise.
- Prejudicial behaviour can be a factor in radicalisation and extremism and strategies for addressing this are outlined in the Positive Behaviour Policy and Equality Policy.

## **6. Role of the Curriculum**

- The curriculum of each school 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.
- Our Personal, Social and Health Education (PSHE) provision is embedded across the curriculum. It directs our assemblies and underpins the ethos of the 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. Details of the PSHE curriculum of each school are published on its website.
- 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.

## **7. Staff Training**

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.

## **8. Visitors and the Use of School Premises**

- If any member of staff wishes to invite an external speaker or a visitor who will be working with children into school, they must first complete a visitor request form. Only after written agreement from the Head of School, or in their absence the Executive Headteacher, can the visitor enter school. They will then be subject to the appropriate safeguarding checks including photo identification. Children are NEVER left unsupervised with external visitors.
- Upon arriving at the school, all visitors including contractors, will read the information leaflet for visitors which includes information on child protection and safeguarding and how to report any concerns which may arise.
- Where an enquiry is made by a third party to hire the school premises, appropriate checks will be made on the proposed use of the premises before entering into the Lettings Agreement. Usage will be monitored and in the event of any behaviour inconsistent with this policy, the school will contact the police and terminate the Lettings Agreement.

## 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 school's Designated Senior Lead for Child Protection or in their absence the Executive Head Teacher.
- All incidents will be fully investigated and recorded in line with the Positive Behaviour 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 will be kept alongside the initial referral in the Safeguarding folder.
- The Designated Senior Lead for Child Protection 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 the local children's social care team.
- In the event of a referral relating to serious concerns about potential radicalisation or extremism, the school will also contact [preventmailbox@northumbria.pnn.police.uk](mailto:preventmailbox@northumbria.pnn.police.uk)

## **Appendix 2 - Additional materials (Available on school website or by searching online)**

- The Prevent Strategy, GOV.UK – Home Office
- Keeping Children Safe in Education DfE (July 2015)
- Working Together to Safeguard Children HM Gov (March 2015)
- Learning Together to be Safe: a Toolkit to Help Schools Contribute to the Prevention of Violent Extremism was published in 2008 by the Department for Children, Schools and Families (DCSF), a predecessor of the Department for Education.