

Preventing Extremism and Radicalisation Policy



Written: 10th July 2015

Ratified by the Management Committee: July 15

Reviewed: September 2019

Next Review Date: September 2022

Preventing Extremism and Radicalisation

Radicalisation is defined as an act or process of making a person more radical or favouring of extreme or fundamental change in political, economic or social conditions, institutes or habits of mind.

Palatine Primary is fully committed to safeguarding and promoting the welfare of all its pupils and staff. We all recognise that safeguarding against radicalisation and extremisms are no different than safeguarding. The following policy sets our principles and practice to protect our community from being radicalised or exposed to extremist views.

Principles:

The Counter Terrorism and Security Act 2015 comes into force from 1st July 2015. As a 'specified authority' as set out in schedule 6 of the Act, Palatine Primary School Leaders, Staff and Governors must;

- Establish or use existing mechanisms for understanding the risk of extremism.
- Ensure staff understand the risk and build capabilities to deal with it.
- Communicate and promote the importance of the duty.
- Ensure staff implement their duty effectively.
- 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 know what the schools policy of on anti-radicalisation and extremism is and will follow the policy should issues arise.

Practice:

At Palatine Primary School we will:

- Ensure effective partnership working with other local agencies, e.g. LA, police, health, etc.
- Share appropriate information.
- Maintain appropriate and accurate records.
- Assess local risk of extremism (including Far Right extremism).
- Demonstrate we are protecting children.
- Developing clear protocol for visiting speakers.

- Ensure our safeguarding policy takes account of LA policies and procedures.
- Train staff to give them knowledge and confidence.
- Ensure there are robust ICT protocols that filter out extremist materials.
- Ensure that school buildings are not ever used to give a platform to extremists.

School Curriculum

- At Palatine Primary we will teach a broad and balanced curriculum, as required by the DfE statutory national curriculum framework, which promotes the spiritual, moral, cultural, mental and physical development of pupils and prepares them for the opportunities, responsibilities and experiences of life, as well as promoting community cohesion.
Examples of this are delivered across all subjects but also through the PSD, RE.
- We will ensure that all pupils understand the dangers of radicalisation and exposure to extremist views and that the teaching helps pupils build resilience against such activities and know what to do if they experience them.
- We encourage our pupils to be confident, have self-belief, show respect and tolerance.
- Pupils are taught to be aware of the dangers in today's society and recognise where there might be dangers.
- Pupils are taught to seek help from an adult if they are upset or concerned about anything they see on any forms of media, or actually witness.

Indicators of Vulnerability to Radicalisation or Extremism

- **Identity Crisis** – the pupil is distanced from their cultural / religious heritage and feels uncomfortable about their place in society.
- **Personal Crisis** – the pupil may be experiencing family tensions, a sense of isolation and low self-esteem. They may have dissociated from their existing friendship group and become involved with a new and different group of friends. They may be searching for answers to questions about identity, faith and belonging.

- **Personal Circumstances** – migration, local community tensions and events affecting the pupil's country or region of origin may contribute to a sense of grievance that is triggered by personal experience of racism or discrimination or aspects of Government policy.
- **Unmet Aspirations** – the pupil may have perceptions of injustice, a feeling of failure and/or rejection of community life.
- **Experiences of Criminality** – which may include involvement with criminal groups, imprisonment, and poor resettlement / reintegration.
- **Special Educational Need** – pupils may experience difficulties with social interaction, empathy with others, understanding the consequences of their actions and awareness of the motivations of others.

However, this list is not exhaustive, nor does it mean that all young people experiencing the above are at risk of radicalisation for the purposes of violent extremism.

More critical risk factors could include:

- Being in contact with extremist recruiters.
- Accessing violent extremist websites, especially those with a social networking element.
- Possessing or accessing violent extremist literature.
- Using extremist narratives and a global ideology to explain personal disadvantage.
- Justifying the use of violence to solve societal issues.
- Joining or seeking to join extremist organisations.
- Significant changes to appearance and / or behaviour.
- Experiencing a high level of social isolation resulting in issues of identity crisis and / or personal crisis.

Behaviours that may indicate radicalisation or extreme views;

- Spending increasing time in the company of other suspected extremists.
- Changing their style of dress or personal appearance to fit 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 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.

Procedures for Referrals

- It is important to remain vigilant and fully informed about the issues which affect the local area and society in which we teach, we must not succumb to the belief that radicalisation or extremism 'could not happen here'. Early intervention is essential and staff must have the confidence to challenge and intervene.
- The Designated Safeguarding Lead(s) will deal swiftly with any referrals made by staff or any concerns reported by staff. The HT/SLT will discuss the most appropriate action on a case-by-case basis and will decide when a referral to external agencies is needed such as CHANEL.
- 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 so.

Staff Training

Through training and staff meetings, we will ensure that our staff are fully aware of the threats, risks and vulnerabilities that are linked to radicalisation and extremism, that they remain aware of the process of radicalisation, how this can be identified early on and how we can support pupils to ensure they are resilient and are able to resist involvement in radical or extreme activities.

The following national guidelines also link to this;

- Prevent Duty Guidance Strategy for England and Wales, HM Government, June
- Keeping Children Safe in Education, DfE, September 2019
- Working Together to Safeguard Children, HM Government, July 2018

Linked Policies: British Values Statement
 Safeguarding Policy
 Equality and Diversity Policy
 E-Safety