



# SHANKLEA PRIMARY SCHOOL

## Tackling Extremism and Radicalisation Policy

Policy Control Details			
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Prepared by:	Senior Leadership Team	Signature	Date
Approved for issue by:	Gareth Pearson	Signature	Date
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Responsibility for review:	Performance Improvement Committee		

# Shanklea Primary School Tackling Extremism and Radicalisation Policy

## Policy statement

Shanklea 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.

## Links to other Policies

This policy links to the following Shanklea Primary School Policies:

- Safeguarding and Child Protection Policy
- Equality and Diversity Policy
- Anti-Bullying Policy
- Behaviour Management Policy
- E-Safety Policy
- Safer Recruitment Policy

The following national guidelines should also be read in conjunction with this policy:

- PREVENT Strategy HM Government
- Keeping Children Safe in Education DfE March 2015
- Working Together to Safeguard Children HM Gov 2013
- Learning Together to be Safe: A Toolkit to help Schools contribute to the Prevention of Violent Extremism

In formulating this policy the governors have taken account of the guidance from the Department for Education (DfE) who has called for all public bodies to make explicit their preventative measures to minimise the threat of extremism in their setting.

The Office for Security and Counter Terrorism works to counter the threat from terrorism and their work is detailed in the counter terrorism strategy CONTEST. This strategy is based on four areas of work:

- **Pursue** - To stop terrorist attacks
- **Prevent** – To stop people becoming terrorists or supporting terrorism
- **Protect** – To strengthen our protection against a terrorist attack
- **Prepare** – To mitigate the impact of a terrorist attack.

Our role as a school is outlined more specifically in the DCSF document ' Learning Together to be Safe: A Toolkit to help Schools contribute to the Prevention of Violent Extremism' Primarily our work will be concerned with Prevention as detailed in the document.

## **Aims and Principles**

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 safe from harm.

This 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 sets out how the school will deal with such incidents and identifies how the curriculum and ethos underpins our actions.

Our curriculum promotes respect, tolerance and diversity. Children are encouraged to express themselves through discussions, debates and consultations. The R.E./PHSE (Personal, Social and Health Education), Citizenship and SMSC (Spiritual, Moral Social and Cultural) provision is embedded across the curriculum and underpins the ethos of the school. Children learn about other faiths and visit places of worship and are taught about how to stay safe when using the internet.

Our objectives are that:

- All governors, teachers, teaching assistants and non-teaching staff will have an understanding of what radicalisation and extremism are 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 swiftly follow the policy guidance when issues arise.
- All pupils (as appropriate to their age) 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 that they are appropriate and effective.
- Pupils are encouraged to adopt and live out our Core Values. These complement the key "British Values" of tolerance, respect, understanding, compassion and harmonious living.
- Pupils are helped to understand the importance of democracy and freedom of speech, through the SEAL (Social, Emotional, Aspects of Learning) assemblies and through the elected School Council members.
- Pupils are taught how to keep themselves safe, in school and when using the internet.
- Pupils participate in local community events so that they appreciate and value their neighbours and friends who may not share their faith background.
- Pupils' wellbeing, confidence and resilience is promoted through our planned curriculum and out of hours learning opportunities.
- Pupils are supported in making good choices from a very young age, so they understand the impact and consequences of their actions on others.

## **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.

The Governing Body has a **zero tolerance** approach to extremist behaviour for all members of the school community. We rely on our strong values to steer our work and ensure the pastoral care of our pupils protects them from exposure to negative influences. Furthermore, our positive promotion of our Code of Conduct, equips our pupils with the skills to reject violence in all its forms.

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 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 organisation
  - Condoning or supporting violence towards others

## Procedures for Referrals

Although serious incidents involving radicalisation have not occurred at Shanklea Primary School to date, it is important for us to be constantly vigilant and remain fully informed about the issues which affect the region and society 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, currently via the Child Protection/Safeguarding Co-ordinator. (See Appendix 1 Dealing with referrals.)

This policy is strictly adhered to should issues arise.

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 we must ensure that we have strong safeguarding practices based on the most up-to-date guidance and best practice.

All members of the Senior Leadership Team (SLT) are trained as Designated Senior Leaders for Child protection and Safeguarding and will deal swiftly with any referrals made by staff or with concerns raised by staff.

The SLT 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.)

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 contact details to do this.

### **Governors, Leaders and Staff**

The Head Teacher and all members of the SLT are the leaders for referrals relating to extremism and radicalisation. In the unlikely event that no SLT members and the Head teacher are not available, all staff know the channels by which to make referrals via the safeguarding procedures.

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.

The SLT will work in conjunction with the Head Teacher, Pastoral Care 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. With this in mind, Shanklea Primary School has updated procedures for dealing with prejudicial behaviour as detailed in our Equality and Diversity Policy.

### **The Role of the Curriculum**

Our curriculum is 'broad and balanced' (Ofsted 2013). It promotes respect, tolerance and diversity. Children are encouraged to share their views, express themselves and recognise that they are entitled to have their own different beliefs which should not be used to influence others.

Our PHSE (Personal, Social and Health Education) 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. (See Appendix 4 – PHSE Curriculum Overview)

Children learn about other faiths and visit places of worship. They 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.

### **Staff Training**

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)

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

If any member of staff wishes to invite a visitor in the school, they must first complete a visitor request form and only after written agreement from the Head Teacher can the visitor enter school and then they will be subject to further Safeguarding checks including DBS checks and photo identification. Children are NEVER left unsupervised with external visitors, regardless of safeguarding check outcomes. Health and other professionals from the Local Authority are recorded on the school single central record.

Upon arriving at the school, all visitors including contractors, 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. Visitors will sign that they have read and will comply with the guidance. Copies of these forms are kept in the school office. A copy is attached in Appendix 6.

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.

### **Additional Materials**

Related documentation is listed in Appendix 3.

### **Policy Review**

This 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 or prejudicial behaviour will be reported directly to the SLT or the Head Teacher.
- All incidents will be fully investigated and recorded in line with the 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 is kept alongside the initial referral in the Safeguarding folder.
- The SLT 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 Jill Walker, Virtual Headteacher .
- In the event of a referral relating to serious concerns about potential radicalisation or extremism, the school will also contact the National Counter Terrorism Security Office (NaCTSO) [www.gov.uk/government/organisations/national-counter-terrorism-security-office](http://www.gov.uk/government/organisations/national-counter-terrorism-security-office), who work with the Home Office. <http://content.met.police.uk/Home>

## Appendix 2: Staff Safeguarding Training

Type of Training	Delivered by	Delivered to	When and at what frequency
PVE (Preventing Violent Extremism) Training for Managers	Heads Meeting and NCC	All SLT, all leadership team and governors with responsibilities for safeguarding	June training to occur annually for SLT
Safer Recruitment Training	Services for Education in partnership with NCC	All SLT and all governors	Refreshed on a 3 year basis. Certificates held in school Safeguarding Folder.
Safeguarding and Child Protection Training	Services for Education in partnership with NCC	All SLT and designated governors for child protection	Refreshed on a 2 year basis. Certificates held in school Safeguarding Folder.
Safeguarding and Child Protection Training – (Dissemination)	SLT	All staff, governors, office staff, site management and dinner supervisors	Repeated for all staff during 1 <sup>st</sup> half of Autumn half term each academic year and ongoing in weekly year group and INSET meeting
Tackling Homophobia in schools	Anti-bullying alliance and PSCE Co-ordinator	Mrs Hagan and teachers	Repeated for all staff during 1 <sup>st</sup> half of Autumn half term each academic year.
Looked after Children	Looked after	DSL for Looked After Children – Mrs Brown Headteacher	Refreshed on a 2 year basis
Fire Safety Training	NCC Health and Safety	All staff, office staff, OOSC staff, site management and dinner supervisors	Repeated for all staff during 1 <sup>st</sup> half of Autumn half term each academic year
Paediatric First Aid	Approved training provider	EYFS, OOSC, KS1, KS2 staff and designated first aiders	Refreshed every two years

## Appendix 3 – Additional materials (Available in staffroom, on school website or by searching online)

Anti-Bullying Ambassadors  
 David Burn, Safety with Weapons  
 Incident Management Plan  
 Keeping Children Safe in Education DfE 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.  
 NUFC Awareness of footballers from other cultures  
 Read Racism the Red Card Y5/6 children and staff  
 The Prevent Strategy, GOV.UK – Home Office



## **Appendix 4 – PHSE Curriculum Overview**

### **PSHCE Statement of Intent**

At Shanklea Primary School we believe that PSHE and citizenship should enable children to become healthier, more independent and more responsible members of society. We encourage our pupils to play a positive role in contributing to the life of the school and the wider community. This enables the children to develop their own self-worth. We ensure that the children experience the process of democracy through participation in the school council. Children are taught about their rights and responsibilities. They learn to appreciate what it means to be a positive member of a diverse and multicultural society.

### **Aims**

- Develop the knowledge and skills to enable them to become confident, healthy individuals
- Develop a safe and healthy lifestyle
- Understand what makes a good relationship for others
- Have respect for others in school and in the outside world
- Develop own sense of self-esteem and emotional well-being and encourage others to do so
- To make the most of their own abilities
- Be independent and responsible members of a community, such as school
- Develop knowledge of ways in which individuals can contribute to society
- Develop self-confidence and self-esteem, and make informed choices regarding personal and social issues
- Develop good relationships with other members of the community
- Acquire enduring values and aspirations

### **PSHE Policy and Documents**

Ofsted Report 2013

Inspectors reported that:

'Pupils thrive in a caring and nurturing school which helps them to learn well.'

'Pupils behave very well. All pupils at this very welcoming and caring school become confident and motivated learners. They get along exceptionally well together and show very high levels of respect to adults and each other. They feel very safe in school.'

### **Personal Social and Health Education**

A Policy on Health Education, in line with new Personal, Social and Health Education Guidelines provided by the New National Curriculum 2014, has been drawn up for all year groups. Aspects of this subject are already covered in subjects such as Science, PE and Personal and Social Development, including aspect of SEAL which is delivered through mixed age Castle groups. Areas to be covered include Food and Nutrition, Safety, Looking after Ourselves, Relationships with Others and Use of Drugs and Medication.

Sex Education will be taught as part of the above programme from Reception class at a level relevant to children's understanding. Emphasis will be placed on social relationships and physical changes such as growth.

### **Citizenship Curriculum**

At Shanklea Primary, we aim to produce young people who are well able to act as team members in the future. We encourage children to recognise their rights and responsibilities. The School Council and peer mentoring project promotes pupil decision making. At the start of each academic year, the pupils elect representatives to the School Council. The School Council meets on a fortnightly basis to negotiate and resolve school issues. These elected members from each year group act as the children's voice in a mature and responsible way.

### **Sports Leaders and Peer Supporters**

The Peer supporters and Sports leaders from Year 6 look out for children who are on their own and ask them if they want to play. They support adults on duty on the yard. The Sports leaders wear black sweatshirts and the Peer supporters wear a cap so everyone knows who they are, and who to ask for help.

Help may consist of comfort, escorting a young child to the toilet, checking that the gates are closed, involving those who find playtime difficult, in games or helping an adult to dress a scrape or cut. The children model consistent adult behaviour and standards contributing to the whole school ethos.

We want children to feel happy, safe and take responsibility.

### **Health and Safety**

We aim to provide a variety of experiences across the curriculum that will establish good habits and develop in children the knowledge, skills and attitudes to promote good health throughout their lives.

Links are fostered with outside agencies, e.g. School nurse, Dental Health Educator, Road Safety Officer Police and Fire Services.

### **Child Protection**

Pupils should be aware that the school will take any responsibility and action to ensure the safety of its pupils. In cases where the school has reason to be concerned that a child may be subject to ill treatment, neglect or other forms of abuse, staff may have no alternative but to follow the Northumberland County Child Protection Procedures and inform Social Services of their concern.



**Shanklea Primary School**

**Cramlington**

**Visitor Request Form**

Name of Visitor:

Company or Organisation (if applicable)

Purpose of Visit:

Proposed Dates:

Who will visitor meet?

Any other information:

Request raised by:

Signed:

Date:

Further information Required ?

Approved by:

Date

## Appendix 6 Visitor Information Form (2 sides)



### VISITOR INFORMATION

We are committed to the safety and well being of all pupils, staff and visitors at our school therefore all visitors must agree to the following before being granted access to the whole school site.



<b>GENERAL</b>	<ul style="list-style-type: none"> <li>• Enter and exit the site from the main entrance, observe signing in and out procedures.</li> <li>• Do not move around School site unescorted. Please stay within the areas that are necessary for your visit.</li> <li>• Please do not interact with pupils unless instructed by a member of staff to do so.</li> <li>• You will be issued with a visitors pass. This pass must be worn at all times so that it is visible. Please return this to the school office as you sign out and leave the School site.</li> <li>• Please note that inappropriate behaviour or language on site will not be tolerated, in relation to pupils, staff and visitors.</li> <li>• Accessible adult toilets are located next to the staffroom, please do not use any other toilets during your visit.</li> </ul>
<b>FIRE</b>	<ul style="list-style-type: none"> <li>• The fire alarm is usually tested on Wednesdays at 5.45pm. However randomised alarm tests may also occur. If you hear a continuous alarm please leave by the nearest exit.</li> <li>• Report to the fire assembly point, on the school yard, so that you can be accounted for.</li> <li>• If you are working with children/pupils lead them to safety, inform a member of the School staff so that registers may be taken.</li> </ul>
<b>MOBILE PHONES, CAMERAS ETC.</b>	<ul style="list-style-type: none"> <li>• Please leave all mobile phones and cameras at the main school office for the duration of your visit.</li> </ul>
<b>INTERACTION WITH PUPILS</b>	<p>Where your role requires that you interact with pupils or you are attending School on a Local Authority/Partnership/Agency work, you must:</p> <ul style="list-style-type: none"> <li>• Present your photo ID (and any other documentation previously agreed between school and the Local Authority or your Partnership/Agency) when required by our Office Staff.</li> <li>• Wear your photo ID and Visitors Pass/Badge at all times when on the School site.</li> <li>• Interact with pupils as required within your professional capacity and report any instances/concerns/observations you may have, immediately to a senior member of staff (Office Staff will provide advice on how to make this contact if appropriate).</li> </ul>

Anyone whose actions/behaviours etc. causes concern or who do not follow the above requirements will be reported to the Local Authority for further action.

Please sign below when you have read all of the above criteria.

Signed..... Print Name .....

Date ..... Time .....



## VISITOR INFORMATION

**For Office Use only:**

Full name	
Address	
	Postcode
Date of Birth	
DBS Number	
DBS Issue Date	
Photo ID seen (specify type)	
Purpose of Visit	
Company/ Organisation	
Any other information	