

# Shilbottle Primary



## Tackling Extremism and Radicalisation Policy

### Staff and Pupils

At Shilbottle Primary we value and respect everyone in our community and work as a team  
'Fun, Respect & Friendship – Every Child Matters to Us'

Date approved: Autumn 2022

Date to be reviewed: Autumn 2023

# Shilbottle Primary Tackling Extremism and Radicalisation Policy

## **This policy should be read with the following policies:**

- Child Protection and Safeguarding
- Equality Policy
- Anti-bullying Policy
- Positive Behaviour Management 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
- Working Together to Safeguard Children
- POLICY STATEMENT

Since 2010, when the Government published the Prevent Strategy, there has been an awareness of the specific need to safeguard children, young people and families from violent extremism. There have been several occasions both locally and nationally in which extremist groups have attempted to radicalise vulnerable children and young people to hold extreme views including views justifying political, religious, sexist or racist violence, or to steer them into a rigid and narrow ideology that is intolerant of diversity and leaves them vulnerable to future radicalisation.

Shilbottle Primary 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.

Shilbottle Primary values freedom of speech and the expression of beliefs / ideology as fundamental rights underpinning our society's values. Both pupils and teachers have the right to speak freely and voice their opinions. However, freedom comes with responsibility and free speech that is designed to manipulate the vulnerable or that leads to violence and harm of others goes against the moral principles in which freedom of speech is valued. Free speech is not an unqualified privilege; it is subject to laws and policies governing equality, human rights, community safety and community cohesion.

The current threat from terrorism in the United Kingdom may include the exploitation of vulnerable people, to involve them in terrorism or in activity in support of terrorism. The normalisation of extreme views may also make children and young people vulnerable to future manipulation and exploitation. Shilbottle Primary is clear that this exploitation and radicalisation should be viewed as a safeguarding concern.

## **AIMS AND PRINCIPLES**

Shilbottle Primary 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.

The 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.

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- 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.

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.

### DEFINITIONS AND INDICATORS

**Radicalisation**- refers to the process by which a person comes to support terrorism and forms of extremism leading to terrorism.

**Extremism is defined by the Government in the Prevent Strategy** as:

‘Vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs. We also include in our definition of extremism calls for the death of members of our armed forces, whether in this country or overseas.’  
(PREVENT)

**Extremism is defined by the Crown Prosecution Service [CPS]** as:

The demonstration of unacceptable behaviour by using any means or medium to express views which

- Encourage, justify or glorify terrorist violence in furtherance of particular beliefs;
- Seek to provoke others to terrorist acts;
- Encourage other serious criminal activity or seek to provoke others to serious criminal acts; or
- Foster hatred which might lead to inter-community violence in the UK.

There is no such thing as a “typical extremist”: those who become involved in extremist actions come from a range of backgrounds and experiences, and most individuals, even those who hold radical views, do not become involved in violent extremist activity. However, there are a number of behaviours which may indicate a child is at risk of being radicalised or exposed to extreme views.

### Indicators of vulnerability

- *Identity crisis* – the student / pupil is distanced from their cultural / religious heritage and experiences discomfort about their place in society;
- *Personal crisis* – the student / 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 student / 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 student / pupil may have perceptions of injustice; a feeling of failure; rejection of civic life;
- *Experiences of criminality* – which may include involvement with criminal groups, imprisonment, and poor resettlement / reintegration;

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- *Special educational need* – students / 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;
- increase in prejudice-related incidents committed by that person
- 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.
- Loss of interest in other friends and activities not associated with the extremist ideology, group or cause.

Pupils may become susceptible to radicalisation through a range of social, personal and environmental factors - it is known that violent extremists exploit vulnerabilities in individuals to drive a wedge between them and their families and communities. It is vital that school staff are able to recognise those vulnerabilities.

### **Roles and Responsibilities**

The head teacher and governors must:

- Ensure that staff of the school are aware of the policies and procedures for reporting extremism and radicalisation.
- Maintain and apply a good understanding of the relevant guidance in relation to preventing pupils from becoming involved in terrorism, and protecting them from radicalisation by those who support terrorism or forms of extremism which lead to terrorism;
- Raise awareness about the role and responsibilities of Shilbottle Primary in relation to protecting pupils from radicalisation and involvement in terrorism;
- Monitor the effect in practice of the school's RE curriculum and assembly policy to ensure that they are used to promote community cohesion and tolerance of different faiths and beliefs;
- Raise awareness within the school about the safeguarding processes relating to protecting pupils from radicalisation and involvement in terrorism, including right-wing extremism;
- Act as the first point of contact within the school for case discussions relating to pupils who may be at risk of radicalisation or involved in terrorism, including right-wing extremism;
- Collate relevant information in relation to referrals of vulnerable pupils into the Channel process;
- Attend Channel meetings as necessary and carrying out any actions as agreed;
- Report progress on actions to the staff at Shilbottle Primary.
- Share any relevant additional information in a timely manner.

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## Tackling Extremism and Radicalisation Policy

Shilbottle Primary seeks to protect children and young people against the messages of all violent extremism including, but not restricted to, those linked to Islamist ideology, or to Far Right / Neo Nazi / White Supremacist ideology, Irish Nationalist and Loyalist paramilitary groups, and extremist Animal Rights movements.

### **Risk Reduction**

The school governors, the head teacher and the designated safeguarding leads (DSL) will assess the level of risk within the school and put actions in place to reduce that risk. Risk assessments if needed may include consideration of the school's R.E. curriculum, SEND policy, assembly policy, the use of school premises by external agencies, integration of pupils by gender and SEN, anti-bullying policy and other issues specific to the school's profile, community and philosophy.

### **Visitors and the use of school premises**

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.

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.

### **Response**

Our school, like all others, is required to identify a Prevent Single Point of Contact (SPOC) who will be the lead within the organisation for safeguarding in relation to protecting individuals from radicalisation and involvement in terrorism: this will be the head teacher.

When any member of staff has concerns that a pupil may be at risk of radicalisation or involvement in terrorism, they should speak with the SPOC.

Numerous factors can contribute to and influence the range of behaviours that are defined as violent extremism, but most young people do not become involved in extremist action. For this reason, the appropriate interventions in any particular case may not have any specific connection to the threat of radicalisation, for example they may address mental health, relationship or drug/alcohol issues.

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.

### **Reporting Procedure**

- All incidents will be reported directly to the head teacher.
- All incidents will be fully investigated and recorded in line with the assertive behaviour policy and records will be kept in line with procedures for any other safeguarding incident.
- If necessary 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.

If it is a serious concern staff/ headteacher will contact [preventmailbox@northumbria.pnn.police.uk](mailto:preventmailbox@northumbria.pnn.police.uk)

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or if you are concerned about someone being drawn into terrorism please contact:

Ian Billham

Strategic Community Safety Manager

Tel: 01670 623731

Email: [ian.Billham@northumberland.gov.uk](mailto:ian.Billham@northumberland.gov.uk)

If you are concerned about someone being drawn into terrorism

### **County Terrorism Local Strategy – Northumberland County Council**

<http://www.northumberland.gov.uk/Partners/Safer/Safer-Northumberland-Priorities/CounterTerrorism-Coordinating-Group.aspx>

### **POLICY REVIEW**

Shilbottle Primary Tackling Extremism and Radicalisation Policy will be reviewed annually as part of the overall Child Protection and Safeguarding policy review.