Burston & Tivetshall Prmary Schools

Preventing Extremism and Radicalisation Policy

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Contents

Background

The Counter-Terrorism and Security Act, which received Royal Assent on 12 February 2015, places a duty on specified authorities, including schools and colleges, to have due regard to the need to prevent people from being drawn into terrorism ("**the Prevent duty**").

The Prevent duty reinforces existing duties placed upon educational establishments for keeping children safe by:
- Ensuring a broad and balanced curriculum is in place to promote the spiritual, moral, social, and cultural development of pupils;
- Assessing the risk of pupils being drawn into extremist views;
- Ensuring safeguarding arrangements by working in partnership with local authorities, police, and communities;
- Training staff to provide them with the knowledge and ability to identify pupils who may be vulnerable to radicalisation; and
- Keeping pupils safe online by using effective filtering and usage policies.

Purpose & aims

Burston and Tivetshall Primary Schools as Sapientia Education Trust ("**SET**") schools are fully committed to safeguarding and promoting the welfare of all its pupils. We recognise that safeguarding against radicalisation and extremism is no different to safeguarding against any other vulnerability in today's society.

Our school fully recognises the contribution it can make to promoting the welfare of children and protecting them from harm. This SET policy sets out our strategies and procedures to protect vulnerable pupils from being radicalised or exposed to extremist views. The elements of our policy are prevention, protection, and support.

At Burston and Tivetshall Primary,we will ensure that:
- All staff and volunteers understand what radicalisation and extremism is and why we need to be vigilant in school;
- Through training, staff and volunteers will know what the school policy is on tackling extremism and radicalisation and how to respond when concerns arise;
- Through our curriculum, we will promote the spiritual, moral, social, and cultural development of pupils; and
- 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 these systems to ensure they are appropriate and effective.

This policy applies to all pupils, staff, parents/carers, trustees, volunteers, and visitors.

A glossary of related terms and indicators of vulnerability to extremism can be found in Appendices 1 & 2 of this policy.

Definitions[1]

For the purpose of this policy:

- **Extremism** – Extremism' is defined in the 2011 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;
- **Radicalisation** – Refers to the process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups;
- **Terrorism** – The Terrorism Act 2000 defines terrorism as an action that endangers or causes serious violence to a person/people; causes serious damage to property; or seriously interferes or disrupts an electronic system. The use or threat must be designed to influence the government or to intimidate the public and is made for the purpose of advancing a political, religious, or ideological cause;
- **Non-violent extremism** - Is extremism, as defined above, which is not accompanied by violence; and
- **Terrorist-related offences** - Are those (such as murder) which are not offences in terrorist legislation, but which are judged to be committed in relation to terrorism.

Roles and responsibilities

It is the responsibility of *every* member of staff, volunteer, and regular visitor to our school to ensure that they carry out the requirements of this policy and, at all times, work in a way that will safeguard and promote the welfare of all of the pupils at this school.

The SET Board of Trustees is accountable for ensuring the effectiveness of this policy and our compliance with it. It will ensure that:
- This policy is reviewed annually alongside our Safeguarding & Child Protection Policy;
- All SET staff undertake appropriate training that equips them with the skills to identify and respond appropriately to concerns regarding extremism and radicalisation;
- The Headteacher and Designated Safeguarding Lead will assess the risk of pupils being drawn into extremist views. The risk assessment may include consideration of the school's curriculum, the use of school

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[1] As defined in Statutory guidance - Prevent duty guidance: for England and Wales

premises by external agencies and any other local issues relating to the school community;

- A broad curriculum is in place to deliver the spiritual, moral, social, and cultural development of pupils;
- Appropriate safeguarding arrangements are in place by working in partnership with other agencies and communities as required; and
- There are systems in place for keeping pupils safe from extremist material when accessing the college's internet by using effective filtering and usage policies.

SET will review Burston and Tivetshall Primary Prevent policy and procedures as part of the annual safeguarding audit and review process.

The Designated Safeguarding Lead (DSL) will carry out their role in accordance with the responsibilities outlined in *'Keeping Children Safe in Education'*. As part of this responsibility, the DSL will act as the point of contact within our school for any concerns relating to radicalisation and extremism.

The DSL and Safeguarding team at Burston and Tivetshall Primary will make referrals in accordance with Norfolk/Suffolk Channel procedures and will represent our school at Channel meetings as required.

The DSL is responsible for ensuring that all staff members and volunteers are aware of our policy and the procedures they need to follow. They will ensure that all staff have received appropriate training.

Training

Through training, we will ensure that all of our staff are made fully aware of the threats, risks and vulnerabilities that are linked to radicalisation. Staff will be able to identify children at risk of being drawn into extremism and develop the confidence to challenge extremist ideas. All staff will understand how we can provide support to ensure that our pupils are resilient and supported to resist involvement in radical or extreme activities.

The SET Trustees will also undertake appropriate training to ensure they are able to carry out their duty to safeguard all of the children at our school.

The role of the curriculum

At Burston and Tivetshall Primary we will provide pupils with a broad and balanced curriculum and promote the spiritual, moral, social, and cultural ("**SMSC**") development of our pupils. Pupils will be encouraged to regard people of all faiths, races and cultures with respect and tolerance.

Through our curriculum we will aim to:

- Promote fundamental British values;
- Enable students to develop their self-knowledge, self-esteem, and self-confidence;
- Enable students to distinguish right from wrong and to respect the civil and criminal law of England;
- Encourage students to accept responsibility for their behaviour, show initiative, and to understand how they can contribute positively to the lives of those living and working in the locality of the school and to society more widely;
- Enable students to acquire a broad general knowledge of and respect for public institutions and services in England;
- Enable further tolerance and harmony between different cultural traditions by enabling students to acquire an appreciation of and respect for their own and other cultures;
- Encourage respect for other people; and
- Encourage respect for democracy and support for participation in the democratic processes, including respect for the basis on which the law is made and applied in England.

We will also achieve this through an explicit PREVENT curriculum delivered through PSHE in Years 1-6 (Appendix 5 and through assemblies in all Years

Visitors and the use of school premises

At Burston and Tivetshall Primary we recognise the role that external agencies and speakers can play in enhancing the learning experiences of our pupils. Where we use external agencies and individuals in this way, we will positively vet them to ensure that their messages are consistent with, and not in opposition to, the school's values and ethos.

Our school will assess the suitability and effectiveness of input from external agencies or individuals to ensure that:
- Any messages communicated to pupils are consistent with the ethos of the school and do not marginalise any communities, groups, or individuals;
- Any messages do not seek to glorify criminal activity or violent extremism or seek to radicalise pupils through extreme or narrow views of faith, religion or culture or other ideologies;
- Activities are properly embedded in the curriculum and clearly mapped to schemes of work to avoid contradictory messages or duplication;
- Activities are matched to the needs of pupils; and
- Activities are carefully evaluated by schools to ensure that they are effective.

Any guest speakers or external agencies will be provided with a copy of our safeguarding procedures on arrival at the school and will be appropriately supervised at all times.

When an agreement is made to allow non-school groups or organisations to use the school 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, we will contact the police and terminate the arrangement.

Procedures for managing concerns

Burston and Tivetshall Primary adheres to the procedures that have been agreed locally through the [NORFOLK SAFEGUARDING CHILDREN'S PARTNERSHIP /SUFFOLK SAFEGUARDING PARTNERSHIP] for safeguarding individuals vulnerable to extremism and radicalisation.

Please also refer to our Safeguarding & Child Protection Policy for further information about our wider safeguarding responsibilities.

We recognise that staff at our school play a particularly important role as they are in a position to identify concerns early and provide help for children to prevent concerns from escalating. **All staff are advised to maintain an attitude of '*it could happen here*' where safeguarding is concerned, and this includes vulnerability to Radicalisation.** Guidance on the signs and indicators that a pupil may have been or is vulnerable to radicalisation can be found in Appendix 1

At all times we will work in partnership and endeavour to establish effective working relationships with parents, carers and colleagues from other agencies in line with the current version of Working Together to Safeguard Children.

The Designated Safeguarding Lead (DSL) or members of the Safeguarding team should be used as a first point of contact for any safeguarding concerns in our school. Any member of staff or visitor to the school who receives a disclosure of or suspects that a child is at risk of radicalisation must report it immediately to the DSL or a member of the safeguarding team. The concern must be recorded in line with our schools Safeguarding & Child Protection Policy. In the absence of any of the above, the matter should be brought to the attention of the most senior member of staff.

Following receipt of any information raising concern about vulnerability to radicalisation, the DSL will consider what action to take and will follow [NORFOLK SAFEGUARDING CHILDREN'S PARTNERSHIP /SUFFOLK SAFEGUARDING PARTNERSHIP] procedures. All information and actions taken, including the reasons for any decisions made, will be fully documented on MYCONCERN.

All Channel referrals will be made using the referral form that can be found at Appendix 2.

If an allegation is made or information is received about an adult who works in our setting which indicates that they may be unsuitable to work with children because of concerns relating to extremism and radicalisation, the member of staff receiving the information should inform the Headteacher. If the concern relates to the Headteacher, this will be reported to the SET CEO immediately. In the event that the SET CEO is not contactable on that day, the information must be passed to, and dealt with by the SET Director of HR. Further information on this procedure is outlined in our Safeguarding & Child Protection Policy.

Relevant policies

To underpin the values and ethos of our school and our intent to ensure that pupils at our school are appropriately safeguarded, the following policies should be read in conjunction with this policy:
- Attendance Policy
- Anti-Bullying
- Online Safety Policy
- Health and Safety Policy
- Safeguarding incorporating Child Protection Policy
- Safety of Pupils Management Policy
- Security and Access Management Policy
- Single Equality Scheme
- Staff Code of Conduct
- Use of School Premises/Lettings
- Whistle-blowing

Statutory framework

This policy has been devised in accordance with the following legislation and local and national guidance:
- Norfolk Channel Procedures
- The Counter-Terrorism & Security Act 2015
- The Prevent Duty Guidance: for England & Wales , HM Government
- The Prevent Duty: Departmental Advice for Schools and Childcare Providers , DfE 2015
- Keeping Children Safe in Education
- Promoting fundamental British values as part of SMSC in schools , DfE 2014
- Working Together to Safeguard Children
- Information Sharing: advice for safeguarding practitioners DfE 2018
- DFE, Making a referral to prevent guidance
- DFE, Prevent duty self-assessment tool for schools

Further resources

The Let's Talk About It website provides information enabling people to learn more about the Government's Prevent strategy with an aim to safeguard those who may be vulnerable to radicalisation. There is a range of supportive material on the website which also provides links to partner agencies to help people spot the signs of radicalisation at an early stage and provide communities with advice as to what to do.

Educate.Against.Hate has been developed by the Department of Education and provides advice, support and resources to schools and parents/carers to protect children from extremism and radicalisation.

Appendix 1: Warning Signs/Indicators of Concern

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.

Pupils may become susceptible to radicalisation through a range of social, personal, and environmental factors. It is vital that school staff are able to recognise those vulnerabilities. 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.

Factors which may make pupils more vulnerable may include:

- **Identity Crisis:** the pupil is distanced from their cultural/religious heritage and experiences discomfort about their place in society;
- **Personal Crisis:** the pupil may be experiencing family tensions; a sense of isolation; 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; rejection of civic life;
- **Experiences of Criminality**: involvement with criminal groups, imprisonment, poor resettlement, or reintegration; or
- **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.

Pupils who are vulnerable to radicalisation may also be experiencing:
- Substance and alcohol misuse;
- Peer pressure;
- Influence from older people or via the Internet;
- Bullying;
- Domestic violence;
- Race/hate crime.

Behaviours which may indicate a child is at risk of being radicalised or exposed to extremist views could include:
- Being in contact with extremist recruiters and/or spending increasing time in the company of other suspected extremists;
- Loss of interest in other friends and activities not associated with the extremist ideology, group, or cause;

- Pupils accessing extremist material online, including through social networking sites;
- Possessing or accessing materials or symbols associated with an extremist cause;
- Using extremist narratives and a global ideology to explain personal disadvantage;
- Pupils voicing opinions drawn from extremist ideologies and narratives, this may include justifying the use of violence to solve societal issues;
- Graffiti symbols, writing or artwork promoting extremist messages or images;
- Significant changes to appearance and/or behaviour increasingly centred on an extremist ideology, group, or cause;
- Changing their style of dress or personal appearance to accord with the group;
- Attempts to recruit others to the group/cause;
- 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 ; or
  - condoning or supporting violence towards others.
- Parental reports of changes in behaviour, friendship or actions and requests for assistance;
- Partner schools, local authority services, and police reports of issues affecting pupils in other schools;

Appendix 2: Person Vulnerable to Radicalisation (VTR) Referral Form

Referral Form: https://www.norfolk.gov.uk/what-we-do-and-how-we-work/policy-performance-and-partnerships/partnerships/crime-and-disorder-partnerships/preventing-radicalisation

This form is to help you refer concerns about an individual who may be vulnerable to being drawn into terrorism. Below are questions which may help you to quantify and structure your concerns. The list is not exhaustive and other factors may be present, but they are intended as a guide to help communicate your professional judgement about what has led you to make this referral.

Faith / ideology

- Are they new to a particular faith / faith strand?
- Do they seem to have naïve or narrow religious or political views?
- Have there been sudden changes in their observance, behaviour, interaction, or attendance at their place of worship / organised meeting?
- Have there been specific examples or is there an undertone of "Them and Us" language or violent rhetoric being used or behaviour occurring?
- Is there evidence of increasing association with a closed tight knit group of individuals / known recruiters / extremists / restricted events?
- Are there particular grievances either personal or global that appear to be unresolved / festering?
- Has there been an increase in unusual travel abroad without satisfactory explanation?

Personal / emotional / social issues

- Is there conflict with their families regarding religious beliefs / lifestyle choices?
- Is there evidence of cultural anxiety and / or isolation linked to insularity / lack of integration?
- Is there evidence of increasing isolation from family, friends, or groups towards a smaller group of individuals or a known location?
- Is there history in petty criminality and / or unusual hedonistic behaviour (alcohol/drug use, casual sexual relationships, and addictive behaviours)?
- Have they got / had extremist propaganda materials (DVD's, CD's, leaflets etc.) in their possession?
- Do they associate with negative / criminal peers or known groups of concern?

- Are there concerns regarding their emotional stability and or mental health?
- Is there evidence of participation in survivalist / combat simulation activities, e.g., paint balling?

Risk / Protective Factors

- What are the specific factors which are contributing towards making the individual more vulnerable to radicalisation? E.g., mental health, language barriers, cultural anxiety, impressionability, criminality, specific grievance, transitional period in life etc.
- Is there any evidence of others targeting or exploiting these vulnerabilities or risks?
- What factors are already in place or could be developed to firm up support for the individual or help them increase their resilience to negative influences? E.g., positive family ties, employment, mentor / agency input etc.

Appendix 3: Burston and Tivetshall Primary **PSHE Prevent Curriculum**

[Jigsaw-PSHE-3-16-Approach-to-Safeguarding-and-Consent.pdf (burston-tivets.s3.amazonaws.com)](Jigsaw-PSHE-3-16-Approach-to-Safeguarding-and-Consent.pdf)

Appendix 4: Extremism and radicalisation risk assessment

Burston and Tivetshall Primary

Scope - this assessment considers the risk presented to students through extremism and radicalisation.

Harm - 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 young people vulnerable to future manipulation and exploitation. Burston and Tivetshall Primary is clear that this exploitation and radicalisation should be viewed as a safeguarding concern. Burston and Tivetshall 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. An associated harm to the school as a whole, may be through an unintended association with an extremist group or individual.

Risk control strategy - the school has adopted an approach based on prevention, protection, response
- Prevention- education, awareness, training, and policy
- Protection- defensive systems, security settings, monitoring
- Response- investigation, referral to external agencies, disciplinary action, review of arrangements

This assessment will be reviewed annually or in event of any related incident or increased threat.

Location	Burston and Tivetshall Primary and off-site visit locations	Assessment date	Date of assessment
Activity	As set out in the scope	Assessment by	People making the assessment
Date	Term and holiday time	Review date of assessment:	Insert date

Hazards	How harm might occur	Existing risk control measures	Current risk rating	Additional risk control measures required	Outcome risk rating
Exposure to online material and/or sharing of such with others	• Students accessing extremist material	• Security settings for internet access • Safeguarding arrangements • Mobile phone agreement • Pastoral care/ students raising concerns • Student education and understanding of the risk			

Hazards	How harm might occur	Existing risk control measures	Current risk rating	Additional risk control measures required	Outcome risk rating
		through PSHE curriculum and assemblies			
Exposure to offline material or views	• Hard copy material • Visiting speakers • DVDs etc.	• Student supervision • Staff awareness • Safeguarding arrangements • School control over visitors and speakers • Pastoral care/ students raising concerns • Staff Prevent training [DATE COMPLETED] • Ongoing staff awareness through annual safeguard training and updates • Student education and understanding of the risk through PSHE curriculum and assemblies			

Hazards	How harm might occur	Existing risk control measures	Current risk rating	Additional risk control measures required	Outcome risk rating
Normalisation and trivialisation of the image and messages of violent extremism	Display of imagery, symbols, or the language of such extremism	• Staff supervision and awareness • Safeguarding arrangements • Pastoral care/ students raising concerns • Staff Prevent training [DATE COMPLETED] • Ongoing staff awareness through annual safeguard training and updates • Student education and understanding of the risk through PSHE curriculum and assemblies			
Exposure to extremism from with the local community	Display of imagery, symbols, or the language of	• Off site visits approval system			

Hazards	How harm might occur	Existing risk control measures	Current risk rating	Additional risk control measures required	Outcome risk rating
or when off site	such extremism when off site	• Site security arrangements with regard to visitors • Pastoral care/ students raising concerns • Raising awareness for Parents/Carers			
Association of School with extremism through a facility hire by external group	Booking taken for group with extremist links/views	• Pre booking checks			

Lead member of staff signature and name...

SUPPORTING MEASURES:

1. The Prevent self-assessment tool will be used by the school to inform arrangements.

2. Radicalisation and extremism will be included within the Safeguarding Policy and associated training

MATRIX USED FOR RISK GRADING

		Potential severity of harm		
		Slightly Harmful 1	Harmful 2	Extremely Harmful 3
Likelihood of harm occurring	Highly unlikely 1	Trivial 1	Tolerable 2	Moderate 3
	Unlikely 2	Tolerable 2	Moderate 4	Substantial 6
	Likely 3	Moderate 3	Substantial 6	Intolerable 9