



**St Nicholas Priory CE VA Primary School**  
**Tackling Extremism & Radicalisation**  
**Policy**

This policy should be read with the following policies:

- Safeguarding & Child Protection Policy
- Equality Policy
- Anti-Bullying Policy
- Positive Behaviour Management Policy
- E-Safety Policy
- PREVENT Strategy H Gov
- PREVENT Duty for Schools HM Gov
- Keeping Children Safe in Education DfE
- Working Together to Safeguard Children DfE

**1. POLICY STATEMENT**

St Nicholas 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. We will do anything we can do to protect all pupils and staff from the threat of terrorism and we will not tolerate extremism or radicalisation in our school.

**2. LINKS TO OTHER POLICIES**

The St Nicholas Primary School Tackling Extremism and Radicalisation Policy links to the following St Nicholas Primary School 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 DfE
- Working Together to Safeguard Children DfE
- The Counter Terrorism Security Act 2015
- The Childcare Act 2006

### **3. AIMS AND PRINCIPLES**

3.1 The St Nicholas Primary School 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.

3.2 The objectives are that:

- All governors, teachers, teaching assistants and support 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 support staff will know what the school policy is on tackling extremism and radicalisation and will follow the policy guidelines 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.

3.3 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.

#### **4. DEFINITIONS AND INDICATORS**

4.1 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.

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

4.3 There are a number of behaviours which may indicate a child is at risk of being radicalised or exposed to extreme views. These include;

- Displaying a radical desire for political or moral change.
- Spending increasing time in the company of other suspected extremists.
- Changing their style of dress or personal appearance to accord with that group.
- Day-to-day behaviour becoming increasingly centred on an extremist ideology, group or cause; susceptible to being influenced or controlled by a group.
- Loss of interest in other friends and activities not associated with the extremist ideology, group or 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 toward others
  - Displaying a need to dominate and control others

#### **5. PROCEDURES FOR REFERRALS**

5.1 Although serious incidents involving radicalisation have not occurred at St Nicholas Primary School to date, it is important for us to be constantly vigilant and remain fully informed about the issues which affect the local area and society in which we teach. Staff are reminded to suspend any 'professional belief' that instances of radicalisation 'could not happen here' and to be 'professionally inquisitive' where concerns arise, referring any concerns through the appropriate channels.

- 5.2 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. Staff MUST discuss any concerns with the DSL.
- 5.3 The Head Teacher and the Designated Safeguarding Lead (DSL) 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). The DSL will carry out their role in accordance with the responsibilities outlined in ANNEX B of ‘Keeping Children Safe in Education.’
- 5.4 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 this via the safeguarding policy in the staffroom. Staff may make referrals to the Channel Programme if they deem it necessary but MUST inform the DSL if they do.
- 5.5 Where a pupil has been identified as at risk of radicalisation, the school will take appropriate action.

## 6. GOVERNORS, LEADERS AND STAFF

- 6.1 The Head Teacher, DSL 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 policy in the staffroom.
- 6.2 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.
- 6.3 The Head Teacher, Behaviour, Inclusion & Community (BIC) Team and external agencies will decide the best course of action to address concerns which arise.
- 6.4 Prejudicial behaviour can be a factor in radicalisation and extremism. With this in mind, St Nicholas Primary School has updated procedures for dealing with prejudicial behaviour, as outlined in the Positive Behaviour Policy, the Equality Policy and the Statement of British Values.
- 6.5 The school recognises that parents/carers and families are best placed to spot signs of radicalisation and leaders will promote active engagement with parents/carers and families.

## 7. THE ROLE OF THE CURRICULUM

- 7.1 Our curriculum 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. It is designed to deliver the spiritual, moral, social and cultural development of pupils (SMSC). The school is in a position of strength because of its Christian ethos and is a welcome, open and multi faith community.

7.2 Our PHSE provision is embedded across the curriculum, including in SEAL. 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. We will encourage pupils to have a voice that is linked to them demonstrating how democracy works.

7.3 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. The school will record all internet activity that takes place on site and establish appropriate filters to protect children from terrorist and extremist material online.

## **8. STAFF TRAINING**

8.1 The school will provide staff with regular Prevent awareness through the DSL/SLT. 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.

8.2 Our governing body will also undertake appropriate training to ensure they are able to carry out their duty to safeguard all of the children at our school.

## **9. VISITORS AND THE USE OF SCHOOL PREMISES**

9.1 If any member of staff wishes to invite a visitor in the school, they must first complete a visitor request form. Only after written agreement from the Head Teacher can the visitor enter school and then they will be subject to Safeguarding Checks, including DBS checks and photo identification. Children are NEVER left unsupervised with external visitors, regardless of safeguarding check outcomes.

9.2 Upon arriving at the school, all visitors including contractors, will read the child protection and safeguarding guidance and be made aware of who the DSL is and how to report any concerns which they may experience.

9.3 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.

9.4 Any guest speakers or external agencies will be provided with a copy of our Safeguarding procedures and will be appropriately supervised at all times.

## 10. **PROMOTING FUNDAMENTAL BRITISH VALUES**

10.1 Through the National Curriculum the school will:

- Teach a broad and balanced curriculum
- Represent the culture of **ALL** our pupils across subjects
- Teach a wide range of literature both English and non-English
- Reflect WW1 & WW2
- Enable pupils to develop self-knowledge, self-esteem and self-confidence
- Encourage pupils to distinguish right from wrong and to respect the civil and criminal law of England
- Encourage respect of other people
- Encourage pupils to accept responsibility for their behaviour, show initiative and to understand how they can contribute positively to the lives of others within the school community and more widely

## 11. **ADDITIONAL MATERIALS**

11.1 Appendix 1.

## 12. **POLICY REVIEW**

12.1 The St Nicholas Primary School Tackling Extremism and Radicalisation Policy will be reviewed annually as part of the overall Child Protection and Safeguarding Policy review.

***Adopted by governors on date: 5<sup>th</sup> September 2016; reviewed and updated February 2019.***

***Signed .....***

***Name .....***

***(On behalf of the Governing Body)***

***Review date:*** February 2020

## **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 DSL or the 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 is kept alongside the initial referral in the Safeguarding folder.
- The BIC Team 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 in accordance with Norfolk County Council Procedure. – see referral form, appendix 3
- In the event of a referral relating to serious concerns about potential radicalisation or extremism, the school will also contact the Police Counter Terrorism Unit (CTU) Security and Partnership Office for our locality or the CTU hotline (0845 678 123)

## **Appendix 2 – Additional materials (available in staffroom, on the school website or by searching online)**

- The Prevent Strategy, GOV.UK – Home Office 2011
- The Prevent Duty for Schools GOV.UK – DfE 2015
- Keeping Children Safe in Education – 2016
- Working Together to Safeguard Children 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, School and Families (DCSF), a predecessor of the Department for Education
- Norfolk Channel Procedure
- The Counter Terrorism & Security Act 2015
- Information Sharing: Advice for Practitioners DfE March 2015

### **Appendix 3 – Glossary of Terms**

**‘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.

**‘Non-violent extremism’** is extremism, as defined above, which is not accompanied by violence.

**‘Prevention’** in the context of the Prevent duty means reducing or eliminating the risk of individuals becoming involved in terrorism. Prevent includes but is not confined to the identification and referral of those at risk of being drawn into terrorism into appropriate interventions. These interventions aim to divert vulnerable people from radicalisation.

**‘Radicalisation’** refers to the process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups.

The current UK definition of **‘terrorism’** is given in the Terrorism Act 2000 (TACT 2000). In summary this 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.

**‘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.

**‘Vulnerability’** describes the condition of being capable of being injured; difficult to defend; open to moral or ideological attack. Within Prevent, the word describes factors and characteristics associated with being susceptible to radicalisation.

**Fundamental British Values** are a set of expected standards by which people resident in the UK must live.

**CHANNEL** – part of the Home Office Prevent Strategy and is a multi-agency approach to protect people at risk from radicalisation.



## Person Vulnerable to Radicalisation (VTR) Referral Form

June 2015



RESTRICTED WHEN COMPLETE

<b>Section 1: Person referring to complete</b> <b>(please expand boxes as required)</b>	
<b>Subject's full Name (include all known inc alias/maiden if relevant)</b>	
<b>Date and place of birth</b>	
<b>Full Address</b>	
<b>Spouse/Partner/Parents' names/D.O.B</b>	
<b>Children/Siblings names/D.O.B</b>	

<b>Reason for Referral</b>

<b>Background and risk issues - Page 4 offers guidance notes (include chronology if known)</b>
Faith / Ideology

Personal / emotional & Social	
Risk / Protective factors	
Referrer's full name, role, contact details & date submitted.	Date:

Once completed, email to Norfolk Multi Agency Safeguarding Hub:  
[MASHSupervisors@norfolk.pnn.police.uk](mailto:MASHSupervisors@norfolk.pnn.police.uk)

<b>Section 2: MASH forward to</b> <b>Norfolk Special Branch by e-mail <a href="mailto:specialbranch@norfolk.pnn.police.uk">specialbranch@norfolk.pnn.police.uk</a></b> <b>Deconfliction checks completed by SB, form then returned to MASH</b>  <b>MASH complete agency checks</b> <b>This process must only take place <u>after</u> SB deconfliction checks – then return to Special Branch</b>	
<b>MASH system checks (please expand boxes as required)</b>	
Police inc. CIS, PNC, PND <input type="checkbox"/>	
Adult Services <input type="checkbox"/>	
Children's Services <input type="checkbox"/>	

<b>Education</b> <input type="checkbox"/>	
<b>General Health</b> <input type="checkbox"/>	
<b>Mental Health</b> <input type="checkbox"/>	
<b>Other (please state)</b>	

<b>Completed by:</b>	<b>Date/time:</b>
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**Send to Norfolk Special Branch by e-mail [specialbranch@norfolk.pnn.police.uk](mailto:specialbranch@norfolk.pnn.police.uk)**

<b>Section 3: Norfolk Special Branch to complete</b>	
<b>SPOE to enter on to FIMU sheet then email to Prevent lead/deputy</b>	SPOE: Sent to: Date:                      Time:
<b>Deconfliction checks by Prevent lead/deputy (local/Nat NSBIS, DTU, CMIS)</b>	Conflict <input type="checkbox"/> If yes, stop, back to SPOE; No conflict <input type="checkbox"/> If no, proceed to next point; Prevent assessment by:
<b>Suitable for CHANNEL support:</b>	YES <input type="checkbox"/> If yes, individual needs entering on CMIS at this point.

	NO <input type="checkbox"/>
<b>Reasons</b>	
<b>If No, is there an apparent vulnerability to radicalisation to manage outside of CHANNEL through Prevent Case Management?</b>	YES <input type="checkbox"/> NO <input type="checkbox"/>
<b>If No, is there another safeguarding issue apparent but no signs of a vulnerability to radicalisation?</b>	YES <input type="checkbox"/> <b>Raise this with a MASH supervisor, agree outcome and refer back to MASH by email as necessary.</b>  NO <input type="checkbox"/> Decision to close referral made by: <div style="text-align: right;">Date/Time</div> Detail where rationale is recorded:
<b>Referrer notified of outcome</b>	By: _____ Date/Time: _____

## Guidance notes for completing this referral form

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.

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