

# **Manor Park**

# **Primary School**



## **Tackling Extremism & Radicalisation Policy**

<b>DATE OF LAST REVIEW:</b>	<b>SEPTEMBER 2022</b>
<b>SHARED WITH STAFF:</b>	<b>SEPTEMBER 2022</b>
<b>SHARED WITH GOVERNORS:</b>	<b>SEPTEMBER 2022</b>
<b>FREQUENCY OF REVIEW:</b>	<b>ANNUALLY</b>
<b>DATE OF NEXT REVIEW:</b>	<b>SEPTEMBER 2023</b>

**DESIGNATED SENIOR PERSON FOR CHILD PROTECTION: MRS J O'CONNOR, HEADTEACHER**

**DEPUTY DESIGNATED SENIOR PERSON FOR CHILD PROTECTION: MISS R HODT, DEPUTY HEADTEACHER**

**MRS D PERKINS, LEAD LEARNING MENTOR**

**MRS J HAINES, LEARNING MENTOR**

**NAMED GOVERNOR FOR SAFEGUARDING: MR R DRUDGE**



This policy should be read with the following policies:-

- Safeguarding & Child Protection Policy
  - Equality Policy
  - Anti-Bullying Policy
  - Positive Behaviour Policy
  - Online Safety and Acceptable Use Policy
  - PREVENT Strategy HM Gov
  - Keeping Children Safe in Education DfE September 2022
1. Working Together to Safeguard Children HM Gov July 2018

## Policy Statement

The 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.

### 2. Links to other Policies

The schools Tackling Extremism and Radicalisation Policy links to the following policies:-

- Child Protection and Safeguarding
- Equality Policy
- Anti-bullying Policy
- Positive Behaviour Policy
- Online 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 September 2022
- Working Together to Safeguard Children HM Government July 2018

### 3. Aims and Principles

3.1 The schools 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 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 follow the policy guidance swiftly when issues arise.
- All pupils will understand the dangers of radicalisation and exposure to extremist's 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:-

- 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 suggest 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;
  - o Physical or verbal assault
  - o Provocative behavior
  - o Damage to property
  - o Derogatory name calling
  - o Possession of prejudice-related materials
  - o Prejudice related ridicule or name calling
  - o Inappropriate forms of address
  - o Refusal to co-operate
  - o Attempts to recruit to prejudice-related organisations
  - o Condoning or supporting violence towards others.

## 5. Procedures for Referrals

5.1 Although serious incidents involving radicalisation have not occurred within the school to date, it is important for us to be constantly vigilant and remain fully informed about the issues which affect the local area, city 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. (See Appendix 1)

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.

5.3 The Headteacher, Deputy Headteacher, Lead Learning Mentor and Learning Mentor are trained as Designated Safeguarding Leads for Child Protection and Safeguarding and will deal swiftly with any referrals made by staff or with concerns reported by staff.

5.4 The Headteacher, Deputy Headteacher, Lead Learning Mentor and Learning Mentor will discuss the most appropriate course of action on a case-by-case basis and will decide when a referral to external agencies and Channel is needed. (see Appendix 1).

6. 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 this policy as set out in Notice, Check, Share.

6.1 The Head Teacher, Jill O'Connor, Becky Hodt, Deputy Head, Deb Perkins, Lead Learning Mentor, and Jennie Haines – Learning Mentor are the leaders for referrals relating to extremism and radicalisation. In the unlikely event that they are not available, all staff know the channels by which to make referrals via SLT and the lead learning mentor.

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 SLT will work in conjunction with the Head Teacher and all DSLs and external agencies to 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, the school has updated procedures for dealing with prejudicial behaviour, as outlined in the Positive Behaviour Policy and Equality Policy.

## 7. The Role of the Curriculum

7.1 Our curriculum 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.

7.2 Our PSHE provision is embedded across the curriculum. It influences 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.

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 see adult help if they are upset or concerned about anything they read or see on the internet.

## 8. Staff Training

8.1 All staff are trained in Prevent in the first week of each academic year.

This 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.

## 9. Visitors and the Use of School Premises

9.1 Visitors entering school receive the school's Safeguarding and Health and Safety Information. Visitors are subject to appropriate Safeguarding Checks.

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 Designated Safeguarding Leads are 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.

This policy will be reviewed annually as part of the overall Child Protection and Safeguarding policy review.

Appendices:

Appendix 1 – Referrals procedure - Notice – Check –Share

## Notice/Check/Share Referral Process

Once we know the warning signals that something isn't quite right -  
What do we do?

### NOTICE

You notice a change or are concerned about a particular behaviour, it's that feeling/niggle you have about someone or something.

### CHECK

You still have concerns, check your concerns with a colleague/manager/learning mentor/friend/anyone (remember safeguarding and don't give names to someone who is not employed by the school)

### SHARE

If you still have a concern share it with the relevant people: -  
DSLs: Head Teacher/Deputy Head/Lead Learning Mentor/Learning Mentor (Add on CPOMs)  
(Check and share can sometimes be the same, it depends who you communicate with)

For advice  
**Local Authority Prevent Officer –**  
**[viv.brosnahan@coventry.gov.uk](mailto:viv.brosnahan@coventry.gov.uk) or**  
**[balbir.sohal@coventry.gov.uk](mailto:balbir.sohal@coventry.gov.uk) or**  
**Tel: 02476831437**

#### Incident Report

If you know anything about someone being radicalised, or have seen radicalisation happening, always call the police and report it on 101.

Or Report to **Channel** by downloading and completing a referral form. Send to: [CTU\\_GATEWAY@west-midlands.pnn.police.uk](mailto:CTU_GATEWAY@west-midlands.pnn.police.uk) and [MASH@coventry.gov.uk](mailto:MASH@coventry.gov.uk)