



Tackling Extremism & Radicalisation Policy

2019-2021

Agreed by:	Governing Body
Review date:	September 2021

Adderley Primary School

1. POLICY STATEMENT

Adderley 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.

2. LINKS TO OTHER POLICIES

The Adderley Primary School Tackling Extremism and Radicalisation Policy links to the following Adderley Primary School policies;

- Safeguarding and Child Protection
- Equality Policy
- No Platform for Extremism 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
- The most recent version of [Working Together to Safeguard Children](#) (DfE)
- The most recent version of [Keeping Children Safe in Education](#): Statutory guidance for schools and colleges (DfE Sept 2019)

3. AIMS AND PRINCIPLES

3.1 The Adderley 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 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 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.
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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. 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.

Extremism is defined by the Crown Prosecution Service 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.

4.3 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.

4.4 Indicators of vulnerability include:

- 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;
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- Experiences of Criminality – which may include involvement with criminal groups, imprisonment, and poor resettlement/reintegration;
- 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.

4.5 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.

4.6 More critical risk factors could include:

- Being in contact with extremist recruiters;
- Family members convicted of a terrorism act or subject to a Channel intervention;
- Accessing violent extremist websites, especially those with a social networking element;
- Possessing or accessing violent extremist literature;
- 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; and
- Experiencing a high level of social isolation resulting in issues of identity crisis and/or personal crisis.

4.7 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 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
 - prejudice related ridicule or name calling
 - inappropriate forms of address
 - refusal to co-operate
 - condoning or supporting violence towards others.

5. PROCEDURES FOR REFERRALS

- 5.1 Although serious incidents involving radicalisation have not occurred at Adderley 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, 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 – Dealing with referrals)
- 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 practise.
- 5.3 All members of the Strategic Leadership Team (SLT) and other designated staff are also trained as Designated Senior Leaders for Safeguarding and Child Protection and will deal swiftly with any referrals made by staff or with concerns reported by staff.
- 5.4 The Head Teacher 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)
- 5.5 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 board in the staffroom.

6. GOVERNORS, LEADERS AND STAFF

- 6.1 The Head Teacher, all members of the SLT and other designated staff are the leaders for referrals relating to extremism and radicalisation. In the unlikely event that the Head Teacher, no SLT members and the designated staff are not available, all staff know the channels by which to make referrals via the safeguarding board 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 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.
 - 6.4 Prejudicial behaviour can be a factor in radicalisation and extremism. With this in mind, Adderley Primary School has updated procedures for dealing with prejudicial behaviour, as outlined in the Positive Behaviour Policy and Equality Policy.
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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.
- 7.2 Our PSHE provision is embedded across the curriculum, including in RMSE. 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 – PSHE Curriculum Overview)
- 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.

8. STAFF TRAINING

- 8.1 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)

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. (See Appendix 5 – School 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 DSLs 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.

10. ADDITIONAL MATERIALS

- 10.1 See Appendix 3 for further reading
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11. POLICY REVIEW

11.1 The Adderley Primary School Tackling Extremism and Radicalisation Policy will be reviewed annually as part of the overall Safeguarding and Child Protection 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 of 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 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 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 Jon Needham, Head of Service - Education Early Help and Safeguarding Service Safeguarding Advisor 0121 675 2449/07912 793 668 or to Birmingham Children's Advice and Support Service (CASS) on 0121 303 1888.
- In the event of a referral relating to serious concerns about potential radicalisation or extremism, the school will also contact West Midlands Police Counter Terrorism Unit (CTU) - CTU hotline 0845 678 123

Julia Davey

Head of Service - Education Early Help and Safeguarding Service

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Appendix 2 - Staff Safeguarding Training

Type of Training	Delivered by	Delivered to	When and at what frequency
WRAP (Workshop to Raise Awareness of Prevent)	West Midland Police	All staff, governors, office staff, site management and dinner supervisors	Repeated for all staff during Autumn term each academic year
PVE (Preventing Violent Extremism) Training for Managers	West Midland Police and Birmingham City Council	All SLT, all leadership team, governors with responsibilities for safeguarding	Repeated for all identified staff during first half of Autumn term each academic year
Safer Recruitment Training	Services for Education in Partnership with Birmingham City Council	All SLT and all governors	Refreshed on 3 year basis. Certificates held in school Safeguarding Folder
Safeguarding and Child Protection Training	Services for Education in Partnership with Birmingham City Council	All SLT, designated staff and designated governors for child protection	Refreshed on 2 year basis. Certificates held in school Safeguarding Folder
Safeguarding and Child Protection Training – (Dissemination)	Jo Perrin SLT	All staff, governors, office staff, site management, kitchen staff and dinner supervisors	Repeated for all staff during first half of Autumn term each academic year and ongoing in weekly year group and INSET meeting
Tackling Homophobia in Schools	Stonewall	All staff, governors, office staff, site management and dinner supervisors	Repeated for all staff during Autumn term each academic year
Tackling Domestic Violence	Birmingham and Solihull Women's Aid	All staff, office staff, site management and dinner supervisors	Repeated for all staff during Autumn term each academic year
Tackling Female Genital Mutilation	Birmingham and Solihull Women's Aid	All staff, office staff, site management and dinner supervisors	Repeated for all staff during Autumn term each academic year

Looked After Children Training for DSLs	Looked After Children Education Service (LACES)	DSL for Looked After Children	Refreshed on 2 year basis. Certificates held in school Safeguarding Folder
Looked After Children Training for DSLs	Looked After Children Training for DSLs	All staff, office staff, site management and dinner supervisors	Repeated for all staff during Autumn term each academic year
Fire Safety Training	Birmingham City Council Health & Safety Department	All staff, office staff, site management and dinner supervisors	Repeated for all staff during first half of Autumn term each academic year

Appendix 3 - Additional materials (Available on 'P' drive, on school website or by searching online)

- The Prevent Strategy, GOV.UK – Home Office
 - The Prevent Duty for Schools GOV.UK
 - Keeping Children Safe in Education
 - Working Together to Safeguard Children
 - 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.
 - West Midlands Safeguarding Children Procedures
 - <http://westmidlands.procedures.org.uk/pkpzt/regional-safeguarding-guidance/safeguarding-children-and-young-people-against-radicalisation-and-violent-extremism>
 - General Data Protection Legislation (2018)
 - https://ec.europa.eu/commission/priorities/justice-and-fundamental-rights/data-protection/2018-reform-eu-data-protection-rules_en
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Appendix 4 – PSHE Curriculum Overview

Appendix 5 – Visitor Request Form

Indicators of radicalisation or extremism* and the resulting response from Adderley Primary School

Characteristics as identified in key documents*	Possible behaviours displayed by pupils in school	Status	School's response Action - all incidents are to be reported to the Single Point of Contact SPOC (DSL)
Physical changes			
Possesses unexplained gifts and clothing (groomers will sometimes use gifts such as mobile phones and clothing to bribe a young person)	Children bring gifts into school and they don't clearly give appropriate reasons for having these gifts	Medium	Record in Behaviour Folder, report to SPOC and parents- seek further advice from SLT if any disclosure reveals greater concern
Sudden or gradual change in physical appearance/ Changing their style of dress or personal appearance to accord with the group	Pupil wears clothing with slogans or statements affiliated to a particular radical group, child personal appearance changes and attributes it to a belonging to a particular radical group	Severe or Extreme (if they are demonstrating law breaking)	Severe: Record in CP folder, report to the CTU Extreme (law breaking): Record in CP folder, report to the police
Sudden or unexpectedly wearing religious attire/ Possession of materials or symbols associated with an extremist cause	Pupil wears clothing with slogans or statements affiliated to a particular radical group, child personal appearance changes and attributes it to a belonging to a particular radical group, child is in possession of such items as website links, newspaper articles, magazines or religious symbols associated with a radical group	Severe or Extreme (if they are demonstrating law breaking)	Severe: Record in CP folder, report to the CTU Extreme (law breaking): Record in CP folder, report to the police
Social changes			
Cuts ties with their friends, family or community /Loss of interest in other friends and activities not associated with the extremist ideology, group or cause	Pupil taken off roll after extended leave and reasons for extended leave are questionable	Causing Concern	Report to CME team and follow LA guidance
	Parents report of a change in behaviour, friendships or actions and requests for assistance	Causing Concern	Record in the CP folder, seek advice from Children's Information and Advice Service
	Repeated or ambiguous requests for extended leave to a country where the family may be known to have links with radicals	Severe	Severe: Record in CP folder, report to the CTU
Starts to become socially withdrawn/ refusal to co-operate	Attempted withdrawal from lessons such as music, PE, PSHE celebration events linked to other festivals and these reasons are attributed to following the demands of a particular ideology.	Medium	Record in Behaviour Folder, report to SPOC and parents- seek further advice from SLT if any disclosure reveals greater concern. Keep records of any

	Parents report of a change in behaviour, friendships or actions and requests for assistance	Causing Concern	letters written to school from the parent/carer
Begins to associate with others who hold radical views/ Communications with others that suggests identification with a group, cause or ideology/ attempts to recruit to prejudice-related organisations	Child states that parents, cousins, siblings etc. mention phrases/words/comments that indicate religious intolerance, parents report a change in behaviour, friendships or actions and requests for assistance, partner agencies report issues affecting pupils in the school	Causing Concern	Report Seek advice from Children's Information and Advice Service (CASS)
Bullies or demonises other people freely/ attempts to recruit to prejudice-related organisations	Discusses sympathy for groups such as Al-Qaeda, ISIS/ISIL, Al-Shabaab, Combat 18, BNP, Britain First, EDL, socially isolates and or bullies other children and/or selects friendship groups based on perceived faith, culture, heritage, makes derogatory comments about other religions or faiths	Causing Concern	Record in the CP folder, seek advice from Children's Information and Advice Service
Associates with known radicals/ Spending increasing time in the company of other suspected extremists	Child states that parents, cousins, siblings etc. mention phrases/words/comments that indicate religious intolerance, parents report of a change in behaviour, friendships or actions and requests for assistance, partner agencies report issues affecting pupils in the school	Causing Concern	Record in the CP folder, seek advice from Children's Information and Advice Service
Becoming dependent on social media and the internet/ possession of prejudice-related materials	Policy Central identifies attempted visits to extremist website etc. Friends/parents report that child has accessed extremist information at home	Severe	Record in CP folder, report to the CTU
Begins to attend rallies and demonstrations for extremist causes	Parents report of a change in behaviour as the pupils is attending group sessions/rallies/demonstrations of known extremist or radical groups, reported incidences of pupils establishing friendships or actions with links to known extremist or radical groups and parents/carers request for assistance, partner agencies report issues affecting pupils in the school	Severe	Record in CP folder, report to the CTU
Visits extremist websites, networks and blogs	Policy Central identifies attempted visits to extremist website etc. parents report that child has accessed extremist information at home, partner agencies report issues affecting pupils in the school	Severe	Record in CP folder, report to the CTU
Emotional and verbal changes			
Displays hatred or intolerance of other people or communities because they	Pupil makes derogatory comments about other religions or faiths	Medium OR Causing Concern	Record in Behaviour Folder, report to SPOC and parents-see further advice

are different/ Using insulting to derogatory names for another group/ prejudice related ridicule or name calling/ inappropriate forms of address		depending upon frequency and regularity	from SLT if any disclosure reveals greater concern. Record in the CP folder, seek advice from Children's Information and Advice Service if necessary due to repeated incidences
Begins to complain, often with anger, about governmental policies, especially foreign policy	Parents report of a change in behaviour, friendships or actions and requests for assistance	Causing Concern	Record in the CP folder, seek advice from Children's Information and Advice Service
Begins to believe in government conspiracies	Parents report of a change in behaviour, friendships or actions and requests for assistance	Causing Concern	Record in the CP folder, seek advice from Children's Information and Advice Service
Exhibits erratic behaviour such as paranoia and delusion	Parents report of a change in behaviour, friendships or actions and requests for assistance	Causing Concern	Record in the CP folder, seek advice from Children's Information and Advice Service
Speaks about seeking revenge/provocative behaviour	Use of extremist 'hate' terms to exclude others to incite violence	Causing Concern	Record in the CP folder, seek advice from Children's Information and Advice Service
Demonstrates sympathy to radical groups/ Attempts to recruit others to the group/cause	Discusses sympathy for groups such as Al-Qaeda, ISIS/ISIL, Al-Shabaab, Combat 18, BNP, Britain First, EDL and socially isolates other children and/or selects friendship groups based on perceived faith, culture, heritage	Causing Concern	Record in the CP folder, seek advice from Children's Information and Advice Service
Starts to exhibit extreme religious intolerance/ derogatory name calling	Makes derogatory comments about other religions or faiths, discusses narrow viewpoints in RE lessons, graffiti symbols, writing or art work promotes extremist messages	Severe	Record in CP folder, report to the CTU
Advocates violence or criminal behaviour/ physical or verbal assault/ damage to property/ condoning or supporting violence towards others	Use of extremist 'hate' terms to exclude others to incite violence, partner agencies report issues affecting pupils in the school	Severe or Extreme (if they are demonstrating law breaking)	Severe: Record in CP folder, report to the CTU Extreme (law breaking): Record in CP folder, report to the police

KEY DOCUMENTS

- *The Prevent duty, Departmental advice for schools and childcare providers, July 2015
- *Tackling Extremism and Radicalisation Policy, 2018-19
- *Safeguarding and Child Protection Policy 2018-2019 *http://fis.wandsworth.gov.uk/kb5/wandsworth/fsd/family.action?familychannel=5600_178
- *Keeping children safe in education, statutory guidance for schools and colleges September 2018, *Working together to safeguard children 2018
- *BCC Building Resilience amongst Children and Young People-Preventing Extremism *Counter-extremism strategy Oct 15

Appendix 4 – Anti Radicalisation & Anti Extremism Flow Chart

RESPONDING TO CONCERNS ABOUT A CHILD

