

Mountfields Lodge Primary School



Safeguarding Against Extremism and Radicalisation (Prevent Duty)

Aim High, Reach for the Sky

Safeguarding Against Extremism and Radicalisation (Prevent Duty) Policy

This policy will be reviewed once every 3 years, or when DfE legislation requires a review, or when requested by staff or governors.

Policy Reviewed: Autumn 2022

Policy Review: Autumn 2025

Policy Statement: Safeguarding Against Extremism and Radicalisation

Our school recognises the duties placed on us by the Counter Terrorism Bill (July 2015) to have *due regard* to the need to prevent pupils from being drawn into terrorism.

“Due regard” means that we should place an appropriate amount of weight on the need to prevent people being drawn into terrorism when they consider all the other factors relevant to how they carry out their usual functions.

Being drawn into terrorism includes both violent extremism and non-violent extremism, which can create an atmosphere conducive to terrorism and can promote views which terrorists exploit.

This duty is known as the ‘**PREVENT Duty**’ and applies as much to our school as it does to all others.

This ‘Policy Statement’ is one element within our overall school arrangements to Safeguard and Promote the Welfare of all Children in line with our statutory duties set out at s175 of the Education Act 2002 (s157 of the Education Act 2002.)

Our school’s Policy Statement also draws on:

- DfE Guidance, ‘Keeping Children Safe in Education, 2016’
- DfE Guidance: ‘Keeping Children Safe in Education, 2018, Appendix A’
- Prevent: Resources Guide: ‘Tackling Extremism in the UK’
- DfE Guidance: ‘Teaching Approaches that help Build Resilience to Extremism among Young People’.

Our duties include:

- Assessing the risk of pupils being drawn into terrorism (using our ‘working knowledge’ of the pupils in our care)
- Working in partnership with relevant agencies under the LSCB procedures
- Appropriate staff training
- Appropriate online filtering

Our school is committed to actively **promoting the fundamental British Values** of:

- Democracy
- the rule of law
- individual liberty
- mutual respect and tolerance of those with different faiths and beliefs.

Our pupils are encouraged to develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain.

Aims and Principles:

The principle objectives are that:

- All Staff and Governors will have an understanding of what radicalisation and extremism are and why we need to be vigilant in school.
- All Staff and Governors will be aware of this school policy on anti-radicalisation and extremism and will follow the policy when issues arise.
- All parents 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.

Definitions:

'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.

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

Pupil Vulnerability:

There's no single way of identifying whether a child, young person or adult learner is likely to be susceptible to an extremist ideology or vulnerable to radicalisation.

The process of radicalisation is different for every individual. It can take place over a long period, or it can be very quick.

Children, young people and adult learners who are vulnerable to grooming for sexual exploitation, criminal exploitation or county lines, may also be vulnerable to radicalisation. Factors could include things like being a victim or witness of crime, abuse or bullying, or having personal or emotional difficulties.

Adverse childhood experiences, combined with specific influences from family and peers or online connections, may make someone more vulnerable to radicalisation.

Extremist influences could include, but are not limited to:

- family members having direct contact or involvement with extremist or terrorist groups
- staff members of an education or community setting promoting an extremist ideology
- peers promoting an extremist ideology or sharing extremist material
- access or exposure to online extremist material via social media or the internet - for example, propaganda including pictures, videos, blogs and fake news
- exposure to extremist, terrorist or other violent activity in overseas settings
- access or exposure to extremist leaflets, magazines or stickering
- exposure to extremist groups hosting marches, protests or stalls

Some children, young people and adult learners may appear engaged with, or have adopted, a mixed, unclear or unstable ideology that supports extreme violence.

Mixed, unclear or unstable cases could include individuals who:

- show an interest in multiple extremist ideologies at the same time
- switch from one ideology to another over time
- target a 'perceived other' of some kind (perhaps based on gender or another protected characteristic), but do not otherwise identify with one particular terrorist ideology or cause - for example, involuntary celibates (incels) who direct their anger mainly at women
- are obsessed with massacre, or extreme or mass violence, without specifically targeting a particular group - for example, high school shootings
- may be vulnerable to being drawn into terrorism out of a sense of duty, or a desire for belonging, rather than out of any strongly held beliefs

Possible Indicators of Risk:

Push and pull factors can make a child, young person or adult learner at risk of extremism or radicalisation. Often there are several risk factors present that, seen together, can cause concern.

Push factors: Push factors may include a child, young person or adult learner feeling:

- isolated
- they do not belong
- they have no purpose
- low self-esteem
- their aspirations are unmet
- anger or frustration
- a sense of injustice
- confused about life or the world
- real or perceived personal grievances

Pull factors: Pull factors could include an extremist or terrorist group, organisation or individual:

- offering a sense of community and a support network
- promising fulfilment or excitement
- making the child, young person or adult learner feel special and part of a wider mission
- offering a very narrow, manipulated version of an identity that often supports stereotypical gender norms
- offering inaccurate answers or falsehoods to grievances
- encouraging conspiracy theories
- promoting an 'us vs. them' mentality
- blaming specific communities for grievances
- encouraging the use of hatred and violent actions to get justice
- encouraging ideas of supremacy

It is understood that these are far-reaching and may be 'beyond' our primary-aged pupils, however, our pupils are part of wider social and community groups and aspects of these could potentially be exposed to them/impact upon them.

Procedures for Referrals:

Although serious incidents involving radicalisation have not occurred at Mountfields Lodge Primary School at the time of writing this Policy, it is important for us to be constantly vigilant and remain fully informed about the issues which affect the region in which we teach.

Staff are reminded to suspend any professional disbelief that instances of radicalisation 'could not happen here' and to refer any concerns through the appropriate channels.

The Designated Leads for Child Protection and Safeguarding *are* the 'appropriate channels' in school and will deal swiftly with any referrals made by staff or with concerns reported by staff.

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.

The Designated Leads 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.

Supportive Interventions:

In the LCC the contact details for a referral are:

CHANNEL referral (extremism/radicalisation) 101
Prevent Engagement Team prevent.team@leicestershire.pnn.police.uk

A PREVENT Referral Form (LCC) can be found in Appendix 1 of this Policy.

CHANNEL is the multi-agency approach to protect people at risk from radicalisation and aims to: identify individuals at risk of being drawn into terrorism; assess the nature and extent of that risk; develop the most appropriate support plan for the individuals concerned.

Should concerns require support from other agencies, the following are ways in which terrorism and extremism can be reported:

- Anti-terrorist hotline: 0800 789 321
- Crime stoppers: 0800 555 111
- Relevant police force: 101
- www.gov.uk/report-suspicious-activity-to-mi5

To report any online terrorist-related material:

- www.gov.uk/report-terrorism

To report any extremism about an adult working in school who works with children contact the Local Authority Designated Officer (LADO) through the LCC and submit the details at <https://report-extremism.education.gov.uk/>

The Role of the Curriculum:

An integral part of our curriculum has to be the promotion of respect, tolerance and diversity.

We are committed to ensuring that our pupils are offered a broad and balanced curriculum that aims to prepare them for life in modern Britain.

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.

Our PSHE (Personal, Social and Health Education) Curriculum ('Jigsaw') and SMSC (Spiritual, Moral, Social and Cultural) provision is becoming increasingly embedded across the curriculum, and underpins the ethos of the school.

Teaching focused upon the school's Code of Conduct – our ABC (Accept, Behave and Care) - alongside the fundamental British Values supports our teaching and learning, whilst making a positive contribution to the development of a fair, just and civil society.

Our pupils are 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.

Role of the Governing Body

The Governing Body of our School will undertake appropriate training to ensure that they are clear about their role and the parameters of their responsibilities as Governors, including their statutory safeguarding duties.

The Governing Body of our school will support the ethos and values of our school and will support the school in tackling extremism and radicalisation. In line with the provisions set out in the DfE guidance 'Keeping Children Safe in Education', the governing body will challenge the school's senior management team on the delivery of this policy and monitor its effectiveness.

Governors will review this policy in line with the school's Policy Review Schedule' and may amend and adopt it outside of this time frame in accordance with any new legislation or guidance or in response to any quality assurance recommendations pertaining to the delivery of this policy and the overall safeguarding arrangements made.

Recruitment

The arrangements for recruiting all staff both temporary and permanent, will adhere to the school's policy for 'Recruitment and Selection' and the induction of students and volunteers will adhere to the school's established guidelines and processes; these will include, but will not be limited to:

- ensuring that DBS checks are always made at the appropriate level.
- that references are always received and checked
- that we complete and maintain a Single Central Record of such vetting checks.
- KCSIE 2022 states (at paragraph 220):

...as part of the shortlisting process schools and colleges should consider carrying out an online search as part of their due diligence on the shortlisted candidates. This may help identify any incidents or issues that have happened, and are publicly available online, which the school or college might want to explore with the applicant at interview.

We will be alert to the possibility that persons may seek to gain positions within our school so as to unduly influence our schools character and ethos.

By ensuring that there is an ongoing culture of awareness and vigilance within our school we will aim to minimise opportunities for extremist views to prevail.

Staff Training:

Through INSET opportunities in school, and circulation of relevant documentation, we will ensure that our staff are:

- aware of the threats, risks and vulnerabilities that are linked to radicalisation;
- aware of the process of radicalisation and how this might be identified early on.

We will ensure that all staff receive annual awareness-raising training and that we promote safe working practices.

Appendix 1: LCC PREVENT Referral Form

East Midlands *Prevent* Referral Form

Information will be kept secure and confidential and will only be disclosed to those parties who have a legal and legitimate need to know.

Please complete the below details and email this form to: emsou-sb-leics@leicestershire.pnn.police.uk	This will be dealt with by individual Police Force Prevent Teams.
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Please complete to the best of your knowledge. Leave blank if unknown.

Your details:

Surname		D.O.B	
Forenames		Relationship to individual	
Contact no.			
email			
Professional role (if applicable)			
Address			

Individuals details and summary of concerns:

Please include as much detail as possible.

Surname		D.O.B	
Forenames		Gender	
Contact no.			
email			
Social Media Username			
Ethnicity		Nationality	
		Place of Birth	
Address			
Languages Spoken		English spoken?	

School or Educational Establishment	
Occupation	
Occupation Address	
Is the person aware of the referral?	Yes <input type="checkbox"/> No <input type="checkbox"/>
Has anyone been consulted about this referral (safeguarding agency etc.)?	Yes <input type="checkbox"/> No <input type="checkbox"/>
If yes please give details	
Additional Info	

<u>Summary of Concerns</u> Framed around Engagement, Intent and Capability