

Eccleston Mere Primary School



Preventing Extremism and Radicalisation Policy

Policy Statement

From 1 July 2015 all schools, registered early years childcare providers and registered later years childcare providers (referred to in this advice as 'childcare providers') are subject to a duty under section 26 of the Counter-Terrorism and Security Act 2015, in the exercise of their functions, to have "due regard to the need to prevent people from being drawn into terrorism". This duty is known as the Prevent duty. It applies to a wide range of public-facing bodies.

What is Radicalism?

Radicalism refers to the process by which a person comes to support terrorism and forms of extremism. Protecting children from the risk of radicalisation is seen as part of the Eccleston Mere wider safeguarding duties, and is similar in nature to protecting children from other forms of harm and abuse. During the process of radicalisation it is possible to intervene to prevent vulnerable people being radicalised. There is no single way of identifying an individual who is likely to be susceptible to an extremist ideology. It can happen in many different ways and settings. Specific background factors may contribute to vulnerability which are often combined with specific influences such as family, friends or online, and with specific needs for which an extremist or terrorist group may appear to provide an answer. The internet and the use of social media in particular has become a major factor in the radicalisation of young people.

What is Extremism?

Extremism is 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.

Introduction

Eccleston Mere Primary School is committed to providing a secure environment for pupils, where children feel safe and are kept safe. All adults at Eccleston Mere recognise that safeguarding is everyone's responsibility irrespective of the role they undertake or whether their role has direct contact or responsibility for children or not.

School Ethos and Practice

At Eccleston Mere there is no place for extremist views of any kind in our school, whether from internal sources - pupils, staff or governors, or external sources - school community, external agencies or individuals. Our pupils see our school as a safe place where they can explore controversial issues safely and where our teachers encourage and facilitate this - we have a duty to ensure this happens.

As a school we recognise that extremism and exposure to extremist materials and influences can lead to radicalisation for children and so should be addressed as a safeguarding concern as set out in this policy. We also recognise that if we fail to challenge extremist views we are failing to protect our pupils.

Therefore, at Eccleston Mere we will provide a broad and balanced curriculum, delivered by skilled professionals, so that our pupils are enriched, understand and become tolerant of difference and diversity and also to ensure that they thrive, feel valued and not marginalized.

Furthermore at Eccleston Mere we are aware that young people can be exposed to extremist influences or prejudiced views from an early age which emanate from a variety of sources and media, including via the internet, and at times pupils may themselves reflect or display views that may be discriminatory, prejudiced or extremist, including using derogatory language. Any prejudice, discrimination or extremist views, including derogatory language, displayed by pupils or staff will always be challenged and where appropriate dealt with in line with our Behaviour Policy for pupils and the Code of Conduct for staff. Where misconduct by a member of staff is proven the matter may be dealt with through the school's disciplinary procedures.

As part of wider safeguarding responsibilities school staff will be alert to:

- Disclosures by pupils of their exposure to the extremist actions, views or materials of others outside of school, such as in their homes or community groups, especially where pupils have not actively sought these out
- Writing or art work promoting extremist messages or images
- Pupils accessing extremist material online, including through social networking sites
- Parental reports of changes in behaviour, friendship or actions and requests for assistance
- Neighbouring schools, local authority services and police reports of issues affecting pupils in other schools or settings
- Pupils voicing opinions drawn from extremist ideologies and narratives
- Use of extremist or 'hate' terms to exclude others or incite violence

- Intolerance of difference, whether secular or religious or, in line with our equalities policy, views based on, but not exclusive to, gender, disability, homophobia, race, colour or culture
- Attempts to impose extremist views or practices on others
- Anti-Western or Anti-British view.

Teaching Approaches

At Eccleston Mere we deliver a broad, balanced curriculum and have designated time each week for RE, PSHEE at Key Stage 1 and Key Stage 2. The children also have access to circle time, daily assemblies and a school scheme of work on Britishness which help to promote British values of democracy, the rule of law, individual liberty, mutual respect, and tolerance of those with different faiths and beliefs. We will teach and encourage pupils to respect one another and to respect and tolerate difference. It is our responsibility to keep our pupils safe and prepare them for life in modern multi-cultural Britain.

We will ensure that all of our teaching approaches help our pupils build resilience to extremism and give pupils a positive sense of identity through the development of critical thinking skills. We will ensure that all of our staff are equipped to recognise extremism and are skilled and confident enough to challenge it. Staff will be made aware of the indicators listed in Appendix 4.

We will be flexible enough to adapt our teaching approaches, as appropriate, so as to address specific issues so as to become even more relevant to the current issues of extremism and radicalisation. We will endeavour to:

- Make a connection with our children through good teaching and a pupil centred approach.
- Facilitating a 'safe space' for dialogue, and
- Equipping our children with the appropriate skills, knowledge, understanding and awareness for resilience

Our goal is to build mutual respect and understanding and to promote the use of dialogue, not violence as a form of conflict resolution.

Use of external agencies

At Eccleston Mere we encourage the use of external agencies to enrich our children's experience of school. However, our school will assess the suitability and effectiveness 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
- Activities are carefully evaluated by schools to ensure that they are effective.

By delivering a broad and balanced curriculum, supported by the use of external sources where appropriate, we will strive to ensure our children recognise risk and build resilience to manage any such risk themselves where appropriate to their age and ability but also to help children develop the critical thinking skills needed to engage in informed debate.

Child Protection

Please refer to our Safeguarding Policy for the full procedural framework on our Child Protection and Safeguarding duties, including our reporting arrangements.

We will help support pupils who may be vulnerable to such influences as part of our wider safeguarding responsibilities and where we believe a pupil is being directly influenced by extremist materials or influences we will ensure that pupil is offered support. In such instances our school will seek external support from appropriate services working to prevent extremism.

However, staff at Eccleston Mere will be alert to the fact that whilst Extremism and Radicalisation is broadly a safeguarding issue there may be some instances where a child or children may be at direct risk of harm or neglect.

Therefore all adults working in Eccleston Mere, (including visiting staff, volunteers, contractors and students on placement) are required to report instances where they believe a child may be at risk of harm or neglect to the Designated Safeguarding Lead/ Headteacher, including any harm through extremism or radicalisation.

Procedure for reporting concerns

If a member of staff in the school has a concern about a particular pupil they should follow the school's normal safeguarding procedures, including discussing with the

school's designated safeguarding lead, who will, where deemed necessary, liaise with children's social care. Role of the Designated Safeguarding Lead

The designated Safeguarding lead is Diane Riley (Pastoral Mentor) supported in this role by Susan Hesketh (Deputy Head Teacher) and Yvonne Kirk (Head Teacher).

The Designated Safeguarding Lead is the focus person and local 'expert' for school staff, and others, who may have concerns about an individual child's safety or well-being and is the first point of contact for external agencies. This could include the local police force, contact 101 (the non-emergency number). They can talk to you in confidence about your concerns and help you gain access to support and advice. Also, they can advise if this would be a case for Channel. (See appendix 1). The Department for Education has dedicated a telephone helpline (020 7340 7264) to enable staff and governors to raise concerns relating to extremism directly. Concerns can also be raised by email to counter.extremism@education.gsi.gov.uk.

Recruitment

The arrangements for recruiting all staff, permanent and volunteers, to our school will follow safer recruitment best practice in education settings, including, but not limited to, ensuring that DBS checks are always made at the appropriate level, that disqualification by association declaration forms are completed and checked, that references are always received and checked and that we complete and maintain a single central record of such vetting checks.

We will apply safer recruitment best practice principles and sound employment practice in general and in doing so will deny opportunities for inappropriate recruitment or advancement.

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. We are aware that such persons seek to limit the opportunities for our pupils thereby rendering them vulnerable to extremist views and radicalisation as a consequence.

Therefore, by adhering to safer recruitment best practice techniques and by ensuring that there is an ongoing culture of vigilance within our school and staff team we will minimise the opportunities for extremist views to prevail.

Role of Governing Body

The Governing Body of our School will ensure that all staff and appropriate governors will undertake training so 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.

Governors will review this policy regularly and may amend and adopt it outside of this timeframe 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.

Signed Governing Body Chairperson

Signed Headteacher

Date of Last Review:

Appendix 1

Channel

Channel is a programme which focuses on providing support at an early stage to people who are identified as being vulnerable to being drawn into terrorism. It provides a mechanism for schools to make referrals if they are concerned that an individual might be vulnerable to radicalisation. An individual's engagement with the programme is entirely voluntary at all stages.

Section 36 of the CTSA 2015 places a duty on local authorities to ensure Channel panels are in place. The panel must be chaired by the local authority and include the police for the relevant local authority area. Following a referral the panel will assess the extent to which identified individuals are vulnerable to being drawn into terrorism, and, where considered appropriate and necessary consent is obtained, arrange for support to be provided to those individuals.

Channel is available at: <https://www.gov.uk/government/publications/channel-guidance>

Signed	Governing Body
Chairperson	
Signed	Headteacher

Appendix 2

Assessment and referral form for St.Helens

Referral and Assessment Form

Person making referral:

Contact number:

Subject's Surname		Forename(s)	
D.O.B & Place of birth		Male/Female	
Address			
Tel No(s) Mobile		Email	
School or Employment			

Other Significant Adults

Name	D.O.B	Gender	Address	Relationship

Agencies Involved	Contact	Telephone	Email

Assessment: Please complete the following, alternatively you may attach a completed CAF or ASSET or APIR

Family History, functioning and well-being

(Illness, bereavement, violence, drug use, criminality, relationship breakdown)

Participation in learning, education and employment

(Attendance and achievement, personal and social development)

Health

(Physical and mental well-being. The impact of genetic factors and of any impairment need to be considered)

Emotional/Social Development

(Confidence, psychological difficulties, coping with stress, adaptation to change)

Identity, Self Esteem, Self Image and Social Presentation

(Perceptions of self, sense of belonging, experiences of discrimination, acceptance by family, peer group and wider society, understanding of the way in which appearance and behaviour are perceived by the outside world and the impression being created)

Based on the above, what are the key needs of the subject?

Based on the above what do you think is the impact/risk for the subject?

Appendix 3

First point of contact is the first response team.

The head of the safeguarding unit- Damien Fitzsimmons (Tel: 01744 671252). Damien will provide over sight of any contact around radicalisation and ensure that this is appropriately screened and dealt with as part of our existing safeguarding arrangements.

The Merseyside Police Channel Team, within that Detective Sergeant Paul Storey (Tel: 0151 777 8328) as the Police Channel co-coordinator will be a further source of advice and would be happy to speak to schools directly with any concerns.

Appendix 4

Indicators

Vulnerability

- Identity Crisis - Distance from cultural/ religious heritage and uncomfortable with their place in the society around them
- Personal Crisis - Family tensions; sense of isolation; adolescence; low self esteem; disassociating from existing friendship group and becoming involved with a new and different group of friends; searching for answers to questions about identity, faith and belonging
- Personal Circumstances - Migration; local community tensions; events affecting country or region of origin; alienation from UK values; having a sense of grievance that is triggered by personal experience of racism or discrimination or aspects of Government policy
- Unmet Aspirations - Perceptions of injustice; feeling of failure; rejection of civic life
- Criminality - Experiences of imprisonment; poor resettlement/ reintegration, previous involvement with criminal groups

Access to extremism / extremist influences

- Is there reason to believe that the child/young person associates with those known to be involved in extremism - either because they associate directly with known individuals or because they frequent key locations where these individuals are known to operate? (e.g. the child/young person is the partner, spouse, friend or family member of someone believed to be linked with extremist activity)
- Does the child/young person frequent, or is there evidence to suggest that they are accessing the internet for the purpose of extremist activity? (e.g. Use of closed network groups, access to or distribution of extremist material, contact associates covertly via Skype/email etc)
- Is there reason to believe that the child/young person has been or is likely to be involved with extremist/ military training camps/ locations?
- Is the child/young person known to have possessed or is actively seeking to possess and/ or distribute extremist literature/ other media material likely to incite racial/ religious hatred or acts of violence?
- Does the child/young person sympathise with, or support illegal/illicit groups e.g. propaganda distribution, fundraising and attendance at meetings?
- Does the child/young person support groups with links to extremist activity but not illegal/illicit e.g. propaganda distribution, fundraising and attendance at meetings?

Experiences, Behaviours and Influences

- Has the child/ young person encountered peer, social, family or faith group rejection?
- Is there evidence of extremist ideological, political or religious influence on the child/ young person from within or outside UK?
- Have international events in areas of conflict and civil unrest had a personal impact on the child/ young person resulting in a noticeable change in behaviour? It is important to recognise that many people may be emotionally affected by the plight of what is happening in areas of conflict (i.e. images of children dying) it is important to differentiate them from those that sympathise with or support extremist activity

- Has there been a significant shift in the child/ young person's behaviour or outward appearance that suggests a new social/political or religious influence?
- Has the child/ young person come into conflict with family over religious beliefs/lifestyle/ dress choices?
- Does the child/ young person vocally support terrorist attacks; either verbally or in their written work?
- Has the child/ young person witnessed or been the perpetrator/ victim of racial or religious hate crime or sectarianism?

Travel

- Is there a pattern of regular or extended travel within the UK, with other evidence to suggest this is for purposes of extremist training or activity?
- Has the child/ young person travelled for extended periods of time to international locations known to be associated with extremism?
- Has the child/ young person employed any methods to disguise their true identity? Has the child/ young person used documents or cover to support this?

Social Factors

- Does the child/ young person have experience of poverty, disadvantage, discrimination or social exclusion?
- Does the child/ young person experience a lack of meaningful employment appropriate to their skills?
- Does the child/ young person display a lack of affinity or understanding for others, or social isolation from peer groups?
- Does the child/ young person demonstrate identity conflict and confusion normally associated with youth development?
- Does the child/ young person have any learning difficulties/ mental health support needs?
- Does the child/ young person demonstrate a simplistic or flawed understanding of religion or politics?
- Does the child/ young person have a history of crime, including episodes in prison?
- Is the child/young person a foreign national, refugee or awaiting a decision on their immigration/ national status?
- Does the child/ young person have insecure, conflicted or absent family relationships?
- Has the child/ young person experienced any trauma in their lives, particularly any trauma associated with war or sectarian conflict?
- Is there evidence that a significant adult or other in the child/young person's life has extremist view or sympathies?

More critical risk factors could include:-

- Being in contact with extremist recruiters
- Articulating support for extremist causes or leaders
- Accessing extremist websites, especially those with a social networking element
- Possessing extremist literature
- Using extremist narratives and a global ideology to explain personal disadvantage
- Justifying the use of violence to solve societal issues
- Joining extremist organisations
- Significant changes to appearance and/or behaviour

If you have any concerns discuss them with your Safeguarding Lead and local Prevent Officer

