CORSHAM PRIMARY SCHOOL

Preventing Radicalisation and Extremism Policy

Reviewed: October 2023

Policy Ratified by the LGC: January 2024

Next Review Date: July 2024

Preventing Radicalisation and Extremism Policy

1.   Statement

Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism. 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 and friends, or online, and with specific needs, for which an extremist or terrorist group may appear to provide an answer.

Being drawn into terrorism includes not just violent extremism, but also non-violent extremism, which can create an atmosphere conducive to terrorism and can popularise views that terrorists exploit.

The 'Counter-Terrorism and Security Act' (2015) places 'due regard' on our need to prevent people from being drawn into terrorism. This is known as the Prevent duty and is in line with Government's Contest strategy (the counterterrorist strategy).

Corsham Primary is committed to, and actively supports the view that all pupils should be protected from radicalisation and extremism. We expect all staff, volunteers, visitors and pupils to share this commitment and this policy therefore applies to all.

2.   Aims

The implementation of this policy aims to ensure:

- •   Clarity in the roles and responsibilities of all staff
- •   Prevention of radicalisation or extremism from arising
- •   Assessment of the risk of children being drawn into terrorism
- •   Effective partnerships with external agencies
- •   IT policies are in place to ensure children are safe from terrorist and extremist material

When operating this policy Corsham Primary uses the following accepted Governmental definition of extremism which 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; and/or calls for the death of members of the Armed Forces, whether in this country or overseas.

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 issues safely and where our staff 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 poor outcomes 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.

Extremists of all persuasions aim to develop destructive relationships between different communities by promoting division, fear and mistrust of others based on ignorance or prejudice, thereby limiting the life chances of young people. Education is a powerful weapon against this - equipping young people with the knowledge, skills and critical thinking, to challenge and debate in an informed way. At Corsham Primary 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 marginalised.

Furthermore, 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 made 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 and the code of conduct for staff.

3.   Roles and responsibilities

a. Designated Safeguarding Lead

Designated safeguarding lead (DSL): Lindsay Fry, Kerry Parker, Headteachers

The designated safeguarding leads have the following roles/responsibilities:

- **If there is a belief that a student has been drawn into extreme or terrorist ideology then the police should be immediately contacted.**
- Attend the workshop to Raise Awareness of Prevent (WRAP) training.
- Self-assess the school's Preventing Radicalisation and Extremism procedures and implement areas of improvement where appropriate.
- Ensure the Preventing Radicalisation and Extremism policy and procedures unknown, understood and used appropriately.
- Ensure the Preventing Radicalisation and Extremism policy is reviewed every two years (as a minimum) and the procedures and implementation or updated and reviewed regularly.
- Ensure the Preventing Radicalisation and Extremism policy is ratified by governors and that the designated Safeguarding Governor is aware of procedures for preventing radicalisation.
- Ensure each member of staff (especially new and part-time staff) has access to and has read/understood the Preventing Radicalisation and Extremism policy and Keeping Children Safe in Education: Part 1 (2023).

- Ensure the deputy DSLs and designated safeguarding officers are equipped with the knowledge and understanding of how to complete the roles and responsibilities of the DSL as appropriate.
- Provide appropriate staff Prevent training annually to ensure all staff have the knowledge and understanding to implement procedures.
- Encourage a culture of community cohesion.
- Ensure the PSHEE plan promotes the fundamental British values.
- Ensure pupils are aware of where to go for support.
- Act as a source of support, advice and expertise for staff in relation to preventing radicalisation and how to act upon concerns.
- Refer cases to the Channel programme where there is a radicalisation concern as required.
- Support staff who make referrals as appropriate.
- Keep detailed, accurate, secure records of concerns/referrals/actions.
- Support staff with regard to the requirements of the Prevent duty and provide advice and support to staff on protecting children from the risk of radicalisation.
- Obtain access to resources and attend any relevant or refresher training courses.
- Link with Wiltshire Safeguarding Children's Board (WLSCB) to make sure staff are aware of training opportunities and the latest local preventing radicalisation policies.
- Maintain effective engagement from parents/carers (who are in a key position to spot signs of radicalisation) and signpost to appropriate support.
- Ensure staff know what to look for in relation to concerns about radicalisation and extremism (see Appendix 1).

b. Staff

Corsham Primary staff have the following roles/responsibilities:

- Refer immediately to the DSL and designated safeguarding officers **if there is a concern relating to a child being drawn into terrorism.**
- Read/understand the "Preventing Radicalisation and Extremism" policy and "Keeping Children Safe in Education: Part 1 (2023).
- Be clear on the role of the DSL.
- Provide a safe and positive environment for children that promotes community cohesion.
- Promote the fundamental British values.
- Understand how to identify radicalisation or extremism concerns.
- Record any concerns appropriately and refer to the DSL and the designated safeguarding officers.
- Challenge any individual who offers any extremist views or terrorist ideology.
- Ensure any visiting speakers are suitably supervised to ensure they do not impose extremist views or terrorist ideology.
- Ensure pupils are provided with a balanced view of political issues and be mindful of political indoctrination.

4.   Prevention

We recognise that Corsham Primary plays a significant part in the prevention of harm to our pupils and will therefore:

- Utilise the "Preventing Radicalisation and Extremism" policy and procedures to protect pupils from radicalisation.
- Raise awareness of radicalisation and extremism with pupils through PSHEE sessions and appropriate notices and assemblies.
- Establish and maintain an ethos of community cohesion.
- Provide a safe environment where children can understand and discuss sensitive topics.
- Ensure pupils are aware of where to go for support.
- Discuss specific concerns during appropriate staff meetings and liaise with external agencies to develop a holistic understanding of the current situation for pupils.
- Identify children who may be at risk of radicalisation and act proportionately, which may include making a referral to the Channel program (that focuses on providing support at an early stage to people who are identified as being vulnerable to being drawn into terrorism).

5.   Risk Assessment

We will assess the risk of pupils being drawn into terrorism, including support for extremist ideas that are part of terrorist ideology. Assessing the risk will include robust safeguarding procedures. This will include working in partnership with external agencies as appropriate. Staff will be encouraged to complete the 'Channel: General Awareness' training to help ascertain what to look for in relation to concerns about radicalisation and extremism.

6.   Partnerships

The 'Counter-Terrorism and Security Act' (2015) places a duty on local authorities to ensure Channel panels are in place. The panel must include the local authority and chief officer of the local police. Panels will assess the extent to which identified individuals are vulnerable to being drawn into terrorism, following a referral from the police and where considered appropriate and necessary consent is obtained, arrange for support to be provided to those individuals. The Act requires partners of Channel panels to co-operate with the panel in the carrying out of its functions and with the police in undertaking the initial assessment as to whether a referral is appropriate. The school, which is required to have regard to "Keeping Children Safe in Education" are listed in the Act as a partner of the panel. The relevant provisions of the Act came into force on 12 April 2015 and the school works with the Channel panels set up in the local area to risk assess, refer and support individuals as required.

We will maintain effective working relationships with the WSCB, Social Care, Police and other external agencies. This includes information sharing as appropriate. The DSL liaises regularly with the WSCB and also with Wiltshire Early Help to discuss specific pupil concerns. This multi-agency approach enhances the effectiveness of identifying concerns and intervening appropriately.

7. E-Safety and Social Media

The Internet and use of social media in particular has become a major factor in helping facilitate the radicalisation of children. The school's "Safeguarding and Child Protection" policy and "Acceptable Use" policy are implemented to prevent pupils from being exposed to extreme and terrorist ideology.

8. Whistleblowing

Where there are concerns of extremism and radicalisation, pupils, staff and governors will be in encouraged to make use of our internal systems to whistle blow or raise any issue in confidence.

They must inform the Head Teacher straight away (or if it relates to the Head Teacher informed the Chair of Governors).

Appendix 1: What to Look For

Reasons why individuals may be vulnerable:

- Peer pressure
- Influence from others via internet/social media
- Bullying
- Involvement in crime or anti-social behaviour
- Family tensions/issues
- Lack of identity
- Personal or political grievances

As part of wider safeguarding responsibilities, Corsham Primary staff will be alert to:
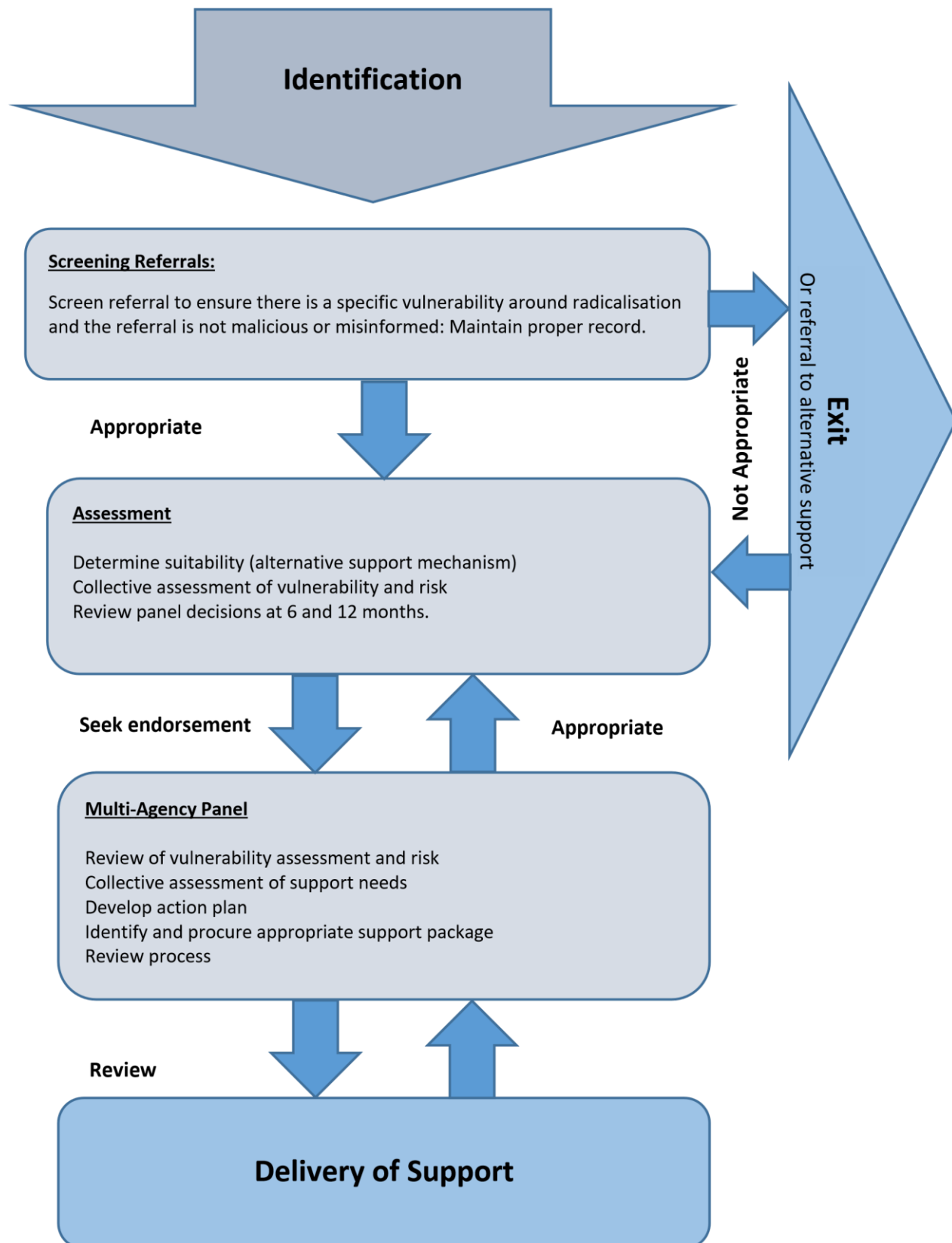
- Disclosures by pupils of their exposure to the extremist actions, views or materials of others outside the school, such as in their homes or community groups, especially where pupils have not actively sought these out.
- Graffiti symbols, writing or art work promoting extremist messages or images.
- Pupils accessing extremist material online, including through social networking sites.
- Parental reports of changes in behaviour, friendship or actions and requests for assistance.
- Partner schools, local authority services, police reports or 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 views.

Indicators of engagement in extremist group: Indicators of intention to cause harm

a.	Spending increasing time in the company of other suspected extremists.	a.	Clearly identifying another group as threatening what they stand for and blaming that group for all or political ills.
b.	Changing their style of dress or personal appearance to accord with the group.	b.	Using insulting or derogatory names or labels for another group.
c.	Day-to-day behaviour becoming increasingly centred on an extremist ideology, group or cause.	c.	Speaking about the imminence of harm from the other group and the importance of action now.
d.	Loss of interest in other friends and activities not associated with the extremist ideology, group or cause.	d.	Expressing attitudes that justify offending on behalf of the group, cause or ideology.
e.	Possession of material or symbols associated with an extremist cause (E.g. the swastika for far right groups).	e.	Condoning or supporting violence or harm towards others or
f.	Attempts to recruit others to the group/cause/ideology or	f.	Plotting or conspiring with others.
g.	Communications with others that suggest identification with a group/cause/ideology.		

Appendix 2: Channel Process

Identification

Screening Referrals:

Screen referral to ensure there is a specific vulnerability around radicalisation and the referral is not malicious or misinformed: Maintain proper record.

Exit
Or referral to alternative support

Not Appropriate

Appropriate

Assessment

Determine suitability (alternative support mechanism)
Collective assessment of vulnerability and risk
Review panel decisions at 6 and 12 months.

Seek endorsement

Appropriate

Multi-Agency Panel

Review of vulnerability assessment and risk
Collective assessment of support needs
Develop action plan
Identify and procure appropriate support package
Review process

Review

Delivery of Support

Appendix 3: Channel Process

Keeping Children Safe in Education (2023)
Working Together to Safeguard Children (2018)

Children Act (1989)

Counter-Terrorism and Security Act (2015)

Revised Prevent Duty Guidance (2020)

Channel Duty Guidance (2020)

Channel General Awareness Training:
http://course.ncalt.com/Channel_General_awareness/01/index.html

EduCare Prevent Training

Safeguarding and Child Protection policy

Acceptable Use and E-safety policy