Forest Academy

&

Elveden Church of England Primary Academy

PREVENT

Tackling Extremism and Radicalisation Policy

Date Completed: January 2016

Completed by: April Grimes

Review Date: January 2017

1. POLICY STATEMENT

Forest Academy and Elveden Academy are fully committed to safeguarding and promoting the welfare of all their 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 Forest Academy and Elveden Academy Tackling Extremism and Radicalisation Policy links to the following policies;

- Child Protection and Safeguarding
- Staff Code of Conduct
- Behaviour
- Anti-Bullying
- Recruitment & Selection
- Whistle-blowing
- Attendance
- Online Safety
- Health & Safety and Welfare
- Equality Plan

3. AIMS AND PRINCIPLES

3.1 The Forest Academy and Elveden Academy 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 is 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 schools have policies in place to keep pupils safe from harm and that the schools regularly review their 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. DEFINTIONS 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 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 or derogatory name calling, possession of prejudice-related materials, prejudice related ridicule or name calling, inappropriate forms of address, refusal to co-operate, attempts to recruit to prejudice-related organisations, condoning or supporting violence towards others.

5. PROCEDURES FOR REFERRALS

5.1 Although serious incidents involving radicalisation have not occurred at Forest Academy and Elveden Academy to date, it is important for us to be constantly vigilant and remain fully informed about the issues which affect the local area, nearby towns and cities 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 safeguarding channels.

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 Zoe Huff is the PREVENT lead for both schools and the DSLs (April Grimes and Lorna Rourke) and ADLs Forest (Zoe Huff), Elveden (Katie Sanders) will deal swiftly with any referrals made by staff or with concerns reported by staff. All staff have PREVENT training and have been told how to refer if at school or out of school.

5.4 The Headteachers 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.

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 PREVENT lead (Zoe Huff) and the Headteachers 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 the safeguarding board in the staffroom. **See attached documents.**

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.

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. SMSC provision is monitored and evaluated and British Values are addressed. 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 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.

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 confirm this with the Headteachers or a member of the SLT. Children are NEVER left unsupervised with external visitors.

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

- The Prevent Strategy, GOV.UK – Home Office The Prevent Strategy
- Vulnerable to Radicalisation (VTR) and Referral Process VTR Referral Process
- Vulnerable to (VTR) Quick Reference Guide VTR Quick Ref Guide
- VTR Form VTR Referral form
- Keeping Children in Education DfE 2015 Keeping Children Safe 2015
- Working Together to Safeguard Children HM Gov Working Together 20152015
- 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
- https://www.education.gov.uk/consultations/downloadableDocs/17132_DIUS_Learning_Be_Safe.pdf