



Tackling Extremism and Radicalisation Policy

Date Agreed: January 2021

Review Date: January 2022

Signed: _____

Chair of Governors

**Portsmouth and Winchester Diocesan Academies Trust
St Blasius Church of England Primary Academy
Tackling Extremism and Radicalisation Policy**

Revision Record

Revision No.	Date Issued	Prepared By	Approved	Comments
1	January 2020	CW	LGB	Reviewed policy
2	January 2021	CW	LGB	Reviewed policy – added link to KCSIE for latest guidance



Tackling Extremism and Radicalisation Policy

1. POLICY STATEMENT

St Blasius C of E primary Academy 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

This policy has links to several other policies including:

- Child Protection & Safeguarding Policy
- Single Equalities Policy
- Freedom of Expression
- Visitors Policy and Visiting Speakers Agreement
- Lettings Policy

The following national guidelines should also be read when working with this policy:

- Prevent Strategy HM Government 2015
- Keeping Children Safe in Education DfE
<https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>
- Working Together to Safeguard Children DfE 2018
- Promoting fundamental British values as part of SMSC in schools 2014

3. AIMS AND PRINCIPLES

- 3.1 This policy is intended to provide a framework for dealing with issues relating to vulnerability, radicalisation and exposure to extremist views. We recognise that we are well placed to be able to identify safeguarding issues and this policy clearly sets out how the academy will deal with such incidents and identifies how the curriculum and ethos underpins our actions.
- 3.2 The objectives are that:
- All local governors, teachers, learning support assistants and non-teaching staff, will have an understanding of what radicalisation and extremism is and why we need to be vigilant in the academy.
 - All local governors, teachers, learning support assistants and non-teaching staff will know what the academy policy is on tackling extremism and radicalisation and will follow the policy guidance swiftly if issues or concerns 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 academy has policies in place to keep pupils safe from harm and that the academy regularly reviews its systems to ensure that 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 kept 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.
- 4.3 There are a number of behaviours which may indicate a child is at risk of being radicalised or exposed to extremist 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 centered 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;
 - Provocative behavior
 - Physical or verbal assault
 - Damage to property
 - 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.

See Appendix 6 for further information and guidance on possible indicators and actions that should be taken as a result.

5. PROCEDURES FOR REFERRALS

- 5.1 Although serious incidents involving radicalisation have not occurred at St Blasius C of E Primary Academy to date, it is important that we are constantly vigilant and remain fully informed about the issues which affect the local area and the society in which we teach and learn. 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 and Appendix 5)
- 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 practice.

- 5.3 The Single Point of Contact (SPoC) is the Principal, who is also the Designated Safeguarding Lead (DSL). However, 2 members of the Senior Leadership Team (SLT) are trained as DSL's for child protection and safeguarding and will deal swiftly with any referrals made by staff or with concerns reported by staff, parents or other individuals.
- 5.4 Aspects of the SPoC's role description can be found in KCSIE <https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>, under the role as Designated Safeguarding Lead.
- 5.5 The SPoC or other (DSLs) in their absence, 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 and Appendix 5).
- 5.6 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 provided with the contact details to do this via the Child Protection Policy and procedures.
- 5.7 If staff have a concern about the views being expressed by a visitor/visiting speaker, they should immediately refer this to the SPoC or a DSL. See Visitors Policy and Visiting Speaker Agreement for further details.

6. LOCAL GOVERNORS, LEADERS AND STAFF

- 6.1 The Principal is the SPoC and in their absence, the other trained DSL's Samantha Tate and Roger Lyon are responsible for making referrals relating to extremism and radicalisation. In the unlikely event that the Principal and other DSL's are not available, all staff know the channels by which to make referrals via the child protection policy and procedures, which can be found on the academy website <https://www.stblasiusacademy.co.uk/policies> and a hard copy can be found in the staff room policy folder and the academy office.
The nominated governor for safeguarding is: Mr Paul Barnard
- 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 DSL's will work in conjunction with the Principal and external agencies to decide the best course of action to address concerns which arise.

7. THE ROLE OF THE CURRICULUM

- 7.1 Our curriculum is broad and balanced and promotes fundamental British Values. 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 and SMSC provision is embedded across the curriculum. It is linked to our collective worship programme and underpins the ethos and values of the academy. 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 the academy, 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

If any member of staff wishes to invite a visitor into the academy, they must first undertake a vetting process and seek the approval of the Principal.
Please see the Visitors Policy and Visiting Speakers Agreement for further information.

- 9.1 Upon arrival at the academy, all visitors, 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 during their visit.
- 9.2 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.
Please see the Lettings Policy for further information.
Usage will be monitored and in the event of any behaviour not in-keeping with the Tackling Extremism and Radicalisation Policy, the academy may contact the police and terminate the contract.

10. ADDITIONAL MATERIALS

- 10.1 See Appendix 3 for further reading

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 and immediately to the Principal as SPoC or another DSL in their absence
- All incidents will be fully investigated and recorded and 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 SPoC or DSL will 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 Children's Services via HANTS Direct.
- Also see Appendix 5

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: extremism@education.gsi.gov.uk Please note that the helpline is not intended for use in emergency situations, such as a child being at immediate risk of harm or a security incident, in which case emergency procedures should be followed.

Appendix 2 – Related safeguarding training records

Type of Training	Delivered by	Delivered to	When and at what frequency
Refresher - Raise Awareness of Prevent		All staff and local governors	February 2019
KCSIE 2020 update	RL	All staff	September 2020
Safer Recruitment Training		SM RL SP	10/2019 09/2019 04/2018 Refreshed on a 3 yearly basis. Certificates held in personnel files
Safeguarding and Child Protection Training		DSL's NM RL ST	12/2019 05/2019 07/2019 Refreshed on a 2 yearly basis. Certificates held in personnel files
Safeguarding and Child Protection Training	Hays Online	All staff, governors, office staff, site management and dinner supervisors	September 2019 During induction period and receiving updates on an annual basis. Certificates held in personnel files

Appendix 3 - Additional materials

- The Prevent Strategy, GOV.UK – Home Office
- The Prevent Duty for Schools GOV.UK
- Keeping Children Safe in Education
<https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>
- Working Together to Safeguard Children 2018
- Promoting fundamental British values as part of SMSC in school 2014
- 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.

Appendix 4 – RE Whole School Curriculum Overview

RE Curriculum Overview: Understanding Christianity in accordance with Hampshire Agreed Syllabus: Living Difference IIII Concepts: - Communicate/Apply/Enquire/Contextualise/Evaluate

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer
R	God/creation Introduce the Big Frieze	Incarnation Celebrating birth Jesus	Special people Jesus Jesus the storyteller	Salvation (Easter Gardens and candles)	Special clothes (Judaism)
Y1	Creation (bread, food, creating) (Judaism - Sukkot)	Incarnation God being on earth	Remembering Passover (Judaism)	Salvation (Easter labyrinth)	Belonging (Judaism)
Y2	Symbol (Harvest and Sukkot Bread - Judaism)	Incarnation Light-Advent and Hanukkah (Judaism)	God (parables) What do Christians believe God is like?	Sadness to Happiness Easter	Gospel (forgiveness, peace)
Y3	Creation/Fall Adam & Eve/story	Incarnation Angels	Good/Evil Holi (Hindu)	Salvation Last supper & Mary	Gospel: The first disciples & the call to others
Y4	People of God (idea of Covenant)	Incarnation Trinity	Myth (Hindu)	Ritual Paschal candle	Devotion Hindu worship 'Mahashiviyati'
Y5	Belonging Islam	Incarnation Two births narratives	People of God Bringing freedom & justice	Salvation Sacrifice and Suffering	Community Islam Umma
Y6	Ritual Wudu & Eid Al Fitr Islam	Incarnation Was Jesus the messiah?	Kingdom of God What kind of king was Jesus?	Salvation Why do Christians think Jesus was resurrected?	Peace What does it mean to be a Muslim today? (Islam)

Rec/ KS1: Christianity and Judaism Y3/Y4: Christianity and Hinduism Y5/Y6: Christianity and Islam

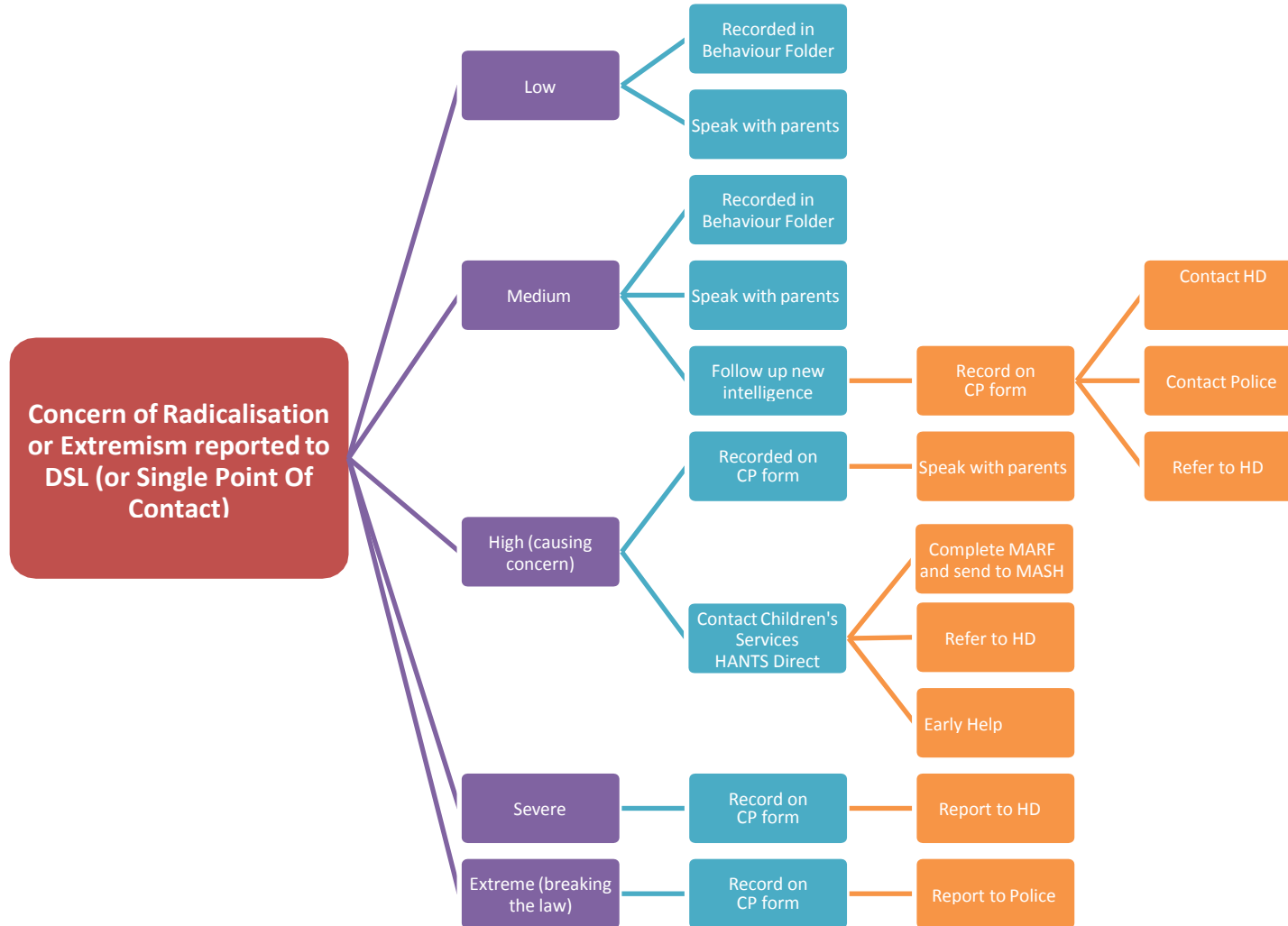
Key: Black = Living Difference IIII Blue = Understanding Christianity

1 hour lessons to be taught every week (Start at Communicate or Enquire - Not from a religious view.)

Statutory hours of Religious Education: Rec/KS1 36hrs per year KS2 45hrs per year - at least

This does not include collective worship or Bible stories.

Appendix 5 – Anti Radicalisation & Anti Extremism Flow Chart



Indicators of radicalisation or extremism* and the resulting response from St Blasius Church of England Primary Academy

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 or a 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 begin to bring gifts into the academy and they don't clearly give appropriate reasons for having these gifts	Medium	Record in Behaviour Folder, report to a DSL and parents- seek further advice 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 on CP form, report to the DSL who will refer to HANTS Direct Extreme (law breaking): Record on CP form, report to DSL & 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 on CP form, report to the DSL & HANTS Direct Extreme (law breaking): Record on CP form, 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 missing from education or absent for extended periods with questionable reasons	Causing Concern	Report to EWO and follow LA guidance
	Parents report of a change in behaviour, friendships or actions and requests for assistance	Causing Concern	Record on CP form, seek advice/ investigation by DSL
	Repeated or ambiguous requests for extended leave to a country where the family may be known to have links with radicals	Severe	Severe: Record on CP form, report to the DSL /EWO & possible referral to Hants Direct
Starts to become socially withdrawn/	Attempted withdrawal from lessons such as PE, RE	Medium	Record in Behaviour Folder, report to

refusal to co-operate	PSHE celebration events linked to other festivals and these reasons are attributed to following the demands of a particular ideology.		Inform DSL and parents. Seek further advice from Principal if any disclosure reveals greater concern. Keep records of any letters written to school from the parent/carer or any meetings had with parents.
	Parents report of a change in behaviour, friendships or actions and requests for assistance	Causing Concern	
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 academy	Causing Concern	Report to DSL on CP form/ Seek advice from HANTS Direct (which may result in a referral to the MASH team)
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	Report to DSL on CP form/ Seek advice from HANTS Direct (which may result in a referral to the MASH team)
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	Report to DSL on CP form/ Seek advice from HANTS Direct (which may result in a referral to the MASH team)
Becoming dependent on social media and the internet/ possession of prejudice-related materials	Reported attempts to visit extremist websites etc. Friends/parents report that child has accessed extremist information at home	Severe	Report on CP form/ Seek advice from HANTS Direct (which may result in a referral to the MASH team)
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 academy	Severe	Report on CP form/ Seek advice from HANTS Direct (which may result in a referral to the MASH team)
Visits extremist websites, networks	Internet log identifies attempted visits to extremist	Severe	Report on CP form/ Seek advice from

and blogs	website etc. parents report that child has accessed extremist information at home, partner agencies report issues affecting pupils in the academy		from HANTS Direct
Emotional and verbal changes			
Displays hatred or intolerance of other people or communities because they are different/ Using insulting to derogatory names for another group/ prejudice related ridicule or name calling/ inappropriate forms of address	Pupil makes derogatory comments about other religions or faiths	Medium OR Causing Concern depending upon frequency and regularity	Record in Behaviour Folder, report to DSL and parents- seek further advice from DSL if any disclosure reveals greater concern. Report on CP form/ Seek advice from HANTS Direct (which may result in a referral to the MASH team)
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	Report on CP form/ Seek advice from HANTS Direct (which may result in a referral to the MASH team)
Begins to believe in government conspiracies	Parents report of a change in behaviour, friendships or actions and requests for assistance	Causing Concern	Report on CP form/ Seek advice from HANTS Direct (which may result in a referral to the MASH team)
Exhibits erratic behaviour such as paranoia and delusion	Parents report of a change in behaviour, friendships or actions and requests for assistance	Causing Concern	Report on CP form/ Seek advice from HANTS Direct (which may result in a referral to the MASH team)
Speaks about seeking revenge/provocative behaviour	Use of extremist 'hate' terms to exclude others to incite violence	Causing Concern	Report on CP form/ Seek advice from HANTS Direct (which may result in a referral to the MASH team)
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	Report on CP form/ Seek advice from HANTS Direct (which may result in a referral to the MASH team)
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	Report on CP form/ Seek advice from HANTS Direct.
Advocates violence or criminal	Use of extremist 'hate' terms to exclude others to incite	Severe or Extreme	Severe: Report on CP form/ Seek advice

behaviour/ physical or verbal assault/ damage to property/ condoning or supporting violence towards others	violence, partner agencies report issues affecting pupils in the school	(if they are demonstrating law breaking)	Seek advice from HANTS Direct (which may result in a referral to the MASH team) Extreme (law breaking): Record in CP folder, report to the police
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KEY DOCUMENTS

*The Prevent duty, Departmental advice for schools and childcare providers 2015

*Keeping children safe in education, statutory guidance for schools and colleges DfE, <https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>

*Working Together to Safeguard Children-DfE 2018
