



# DRONFIELD JUNIOR SCHOOL

## Tackling Extremism and Radicalisation

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### Introduction

Dronfield Junior School is fully committed to safeguarding and promoting the welfare of all its pupils. All staff recognise that safeguarding against radicalisation and extremism is no different to safeguarding against any other vulnerability in today's society. This 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 providing them with swift support. Staff are expected to uphold and promote the fundamental principles of British Values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs.

The Department for Education (DfE) has called for public bodies to make explicit their preventative measures to minimise the threat of extremism in their setting.

This policy links to the following policies:

- Child Protection and Safeguarding
- Positive Behaviour Policy
- Online Safety Policy

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

- Prevent Duty (2015)
- DfE Keeping Children Safe in Education
- DfE Working Together to Keep Children Safe (2018) 2.

### Aims

The 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.

The objectives are that:

- All teachers, teaching assistants, non-teaching staff and Governors will have an understanding of what radicalisation and extremism are and why we need to be vigilant in school.
- All teachers, teaching assistants, non-teaching staff and Governors 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 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 and Indicators

When operating this policy, we use the following accepted Government definition of radicalisation and extremism which is: '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' (Prevent Strategy). Extremism is defined as 'the holding of extreme political or religious views' (Prevent Strategy).

There is no single way of identifying a pupil who is likely to be susceptible to terrorist ideology. As part of wider safeguarding responsibilities 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.
- Graffiti symbols, writing or art work, promoting extremist messages or images.
- Pupils accessing extremist material online, including through social networking sites.
- Use of extremist or 'hate' terms to exclude others or incite violence.
- Changes in behaviour which could indicate that they are in need of help or protection.
- Anti-Western or Anti-British views.
- Use of extremist language, such as:
  - 'Dawlah' – term used by ISIL to refer to the 'Islamic State'
  - 'Jihad' – means 'struggle' or 'violence'
  - 'Caliphate' – ISIL supporters describe the territory they control in Iraq/Syria
  - 'Mujahid' – someone who wants to fight as part of the 'Jihad'
  - 'Shahada' – refers to someone considered to be a martyr
  - 'Kuffar' – a term used by ISIL to describe non-Muslims
  - 'Ummah' – the phrase is used by ISIL to refer to the 'world community of Muslims'
  - 'Rafidha' – word used by ISIL to refer to those who refuse to accept the Islamic State

We recognise that pupils in vulnerable social and domestic situations (e.g. mental health issues, involvement in gangs) may be at greater risk of radicalisation than other pupils.

## Procedure and Referrals

Although serious incidents involving radicalisation are extremely rare in Primary school settings, it is important for us to be constantly vigilant and remain fully informed about the issues which affect the local area, town 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 channels. We believe that it is possible to intervene to protect people and children who are vulnerable.

Early intervention is vital and staff must be aware of the established processes for Designated Safeguarding Leads to refer concerns about individuals and/or groups. We need 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.

Mrs Thomson, the Headteacher, Mr Roberts, the Deputy Head, and Mrs Ford, the Y5 Team Leader, as Designated Safeguarding Leads (DSL) will deal swiftly with any referrals made by staff or with concerns reported by staff. Designated Safeguarding Leads will discuss the most appropriate cause of action on a case by-case basis and decide when a referral to external agencies is required (see appendix). The single point of contact to oversee and coordinate the school's implementation of the Prevent duty will be Mrs Thomson.

An assessment is made of the general level of risk, depending on geographical area or intake, of pupils being subject to radicalisation or drawn into terrorism/extremist activity. From this, individual children who may be at risk of radicalisation or being drawn into terrorism/extremist activity may be identified.

Further concerns about extremism issues should be directed to the local police force (Tel: 101) or the DfE dedicated helpline and mailbox for staff and governing bodies (020 7340 7264 or counter-extremism@education.gsi.gov.uk )

As with any child protection referral, staff must be made aware that if they do not agree with a decision not to refer that they can make a referral themselves.

## **The Role of the Curriculum**

The curriculum is broad and balanced. It promotes respect, tolerance and diversity. All children are encouraged to recognise that they are entitled to have their own different beliefs which should not be used to influence others. It is indeed our responsibility to keep our pupils safe and prepare them for life in modern multi-cultural Britain and globally.

Pupils 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 about anything they read or see on the internet.

We ensure that the fundamental British values of democracy, tolerance of other faiths, the rule of law and individual liberty are taught both explicitly through PSHE lessons and assemblies and implicitly through other subjects.

## **Visitors and use of School Premises**

We encourage the use of external agencies or speakers to enrich the experiences of our learners. All visitors will be subject to safeguarding checks which will include photo identification checks, and DBS checks as appropriate. Visitors will be asked to read our child protection and safeguarding leaflet on arrival. This makes them aware of who the DSLs are, and how to report any concerns which they may have. We recognise, however, that the ethos of our school is to encourage pupils to understand opposing views and ideologies, appropriate to their age, understanding and abilities, and to be able to actively engage with them in informed debate, and we may use external agencies or speakers to facilitate this.

## **Training**

All staff will undertake Prevent training regularly. The Designated Safeguarding Lead(s) will attend PREVENT training courses as necessary and appropriate safeguarding training through Derby and Derbyshire Safeguarding Children's Board at least every two years. Again this will include relevant training on extremism and radicalisation and its safeguarding implications.

The DSL will also access support from the online Channel programme and make use of the case studies displayed to develop training support for staff and whole school interventions.

## **Recruitment**

The arrangements for recruiting all staff, permanent and volunteers, to our school will follow national guidance for safer recruitment best practice in education settings. DBS checks are always made at the appropriate level, references are always received and checked and we complete, and maintain, a Single Central Record of such vetting checks.

# Appendix 1

## Referrals

With an awareness of the potential indicating factors that a child is vulnerable to being radicalised or being exposed to extreme views, we will follow the procedure outlined below when concerns are raised by staff, visitors or other children:

- All incidents will be reported directly onto My Concerns
- The DSL(s) will read the concern on My Concern and investigate, continuing to record on My Concerns
- Parents / carers will be contacted. The incident will be discussed in detail aiming to identify motivating factors, any changes in circumstances at home and to gauge parental views. This will help to assist whether the incident is sufficient to warrant an external referral. A record of the meeting will be kept on My Concerns
- Any initial referral will be followed up and reviewed for a period of 4 weeks after the incident to assess whether there is a change in behaviour and/or attitude. A further meeting may be held with parents if there is not a significant positive change in behaviour.
- If necessary a referral will be made to Starting Point and Channel (early intervention multi-agency process).