Hipsburn Primary School

Extremism and Radicalisation Policy

November 2019

Hipsburn Mission Statement:

"The most valuable gift we can give a learner is to enable them to think for themselves, to care for others and thereby acquire a sense of self-worth and confidence which can be used to benefit both society and the individual."

Legislation

This policy has due regard to statutory legislation, including, but not limited to, the following:

- The Counter-Terrorism and Security Act 2015
- The Childcare Act 2006
- The Data Protection Act 2018
- The GDPR

This policy also has due regard to statutory and non-statutory departmental advice, including, but not limited to, the following:

- DfE (2015) 'The Prevent duty'
- HM Government (2015) 'Revised Prevent Duty Guidance: for England and Wales'
- DfE (2019) 'Keeping children safe in education'
- DfE (2018) 'Working Together to Safeguard Children'
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Safeguarding pupils who are vulnerable to extremism and radicalisation

Since 2010, when the Government published the Prevent Strategy, there has been an awareness of the specific need to safeguard children, young people and families from violent extremism. There have been several occasions both locally and nationally in which extremist groups have attempted to radicalise vulnerable children and young people to hold extreme views including views justifying political, religious, sexist or racist violence, or to steer them into a rigid and narrow ideology that is intolerant of diversity and leaves them vulnerable to future radicalisation.

Hipsburn Primary school values freedom of speech and the expression of beliefs / ideology as fundamental rights underpinning our society's values. Both pupils and teachers have the right to speak freely and voice their opinions. However, freedom comes with responsibility and free speech that is designed to manipulate the vulnerable or that leads to violence and harm of others goes against the moral principles in which freedom of speech is valued. Free speech is not an unqualified privilege; it is subject to laws and policies governing equality, human rights, community safety and community cohesion.

The current threat from terrorism in the United Kingdom may include the exploitation of vulnerable people, to involve them in terrorism or in activity in support of terrorism. The normalisation of extreme views may also make children and young people vulnerable to future manipulation and exploitation. Hipsburn Primary school is clear that this exploitation and radicalisation should be viewed as a safeguarding concern.

Definitions of Radicalisation and Extremism

Radicalisation- refers to the process by which a person comes to support terrorism and forms of extremism leading to terrorism**.**

Extremism - is defined by the Government in the Prevent Strategy as:

'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.' (PREVENT)

Extremism is defined by the Crown Prosecution Service as:

The demonstration of unacceptable behaviour by using any means or medium to express views which:

- Encourage, justify or glorify terrorist violence in furtherance of particular beliefs;
- Seek to provoke others to terrorist acts;
- Encourage other serious criminal activity or seek to provoke others to serious criminal acts; or
- Foster hatred which might lead to inter-community violence in the UK.

There is no such thing as a "typical extremist": those who become involved in extremist actions come from a range of backgrounds and experiences, and most individuals, even those who hold radical views, do not become involved in violent extremist activity.

Pupils may become susceptible to radicalisation through a range of social, personal and environmental factors - it is known that violent extremists exploit vulnerabilities in individuals to drive a wedge between them and their families and communities. It is vital that school staff are able to recognise those vulnerabilities.

Indicators of vulnerability

Identity crisis – the student / pupil is distanced from their cultural / religious heritage and experiences discomfort about their place in society;

Personal crisis – the student / pupil may be experiencing family tensions; a sense of isolation; and low self-esteem; they may have dissociated from their existing friendship group and become

involved with a new and different group of friends; they may be searching for answers to questions about identity, faith and belonging;

Personal circumstances – migration; local community tensions; and events affecting the student / pupil's country or region of origin may contribute to a sense of grievance that is triggered by personal experience of racism or discrimination or aspects of Government policy;

Unmet aspirations – the student / pupil may have perceptions of injustice; a feeling of failure; rejection of civic life;

Experiences of criminality – which may include involvement with criminal groups, imprisonment, and poor resettlement / reintegration;

Special educational need – students / pupils may experience difficulties with social interaction, empathy with others, understanding the consequences of their actions and awareness of the motivations of others.

However, this list is not exhaustive, nor does it mean that all young people experiencing the above are at risk of radicalisation for the purposes of violent extremism.

More critical risk factors could include:

- Being in contact with extremist recruiters;
- Accessing violent extremist websites, especially those with a social networking element;
- Possessing or accessing violent extremist literature;
- Using extremist narratives and a global ideology to explain personal disadvantage;
- Justifying the use of violence to solve societal issues;
- Joining or seeking to join extremist organisations; and
- Significant changes to appearance and / or behaviour
- Experiencing a high level of social isolation resulting in issues of identity crisis and / or personal crisis.

Roles and responsibilities

The headteacher and governors must:

- Ensure that staff of the school are aware of the policies and procedures for reporting extremism and radicalisation.
- Maintain and apply a good understanding of the relevant guidance in relation to preventing pupils from becoming involved in terrorism, and protecting them from radicalisation by those who support terrorism or forms of extremism which lead to terrorism;
- Raise awareness about the role and responsibilities of Hipsburn Primary School in relation to protecting pupils from radicalisation and involvement in terrorism;

- Monitor the effect in practice of the school's RE curriculum and assembly policy to ensure that they are used to promote community cohesion and tolerance of different faiths and beliefs;
- Raise awareness within the school about the safeguarding processes relating to protecting pupils from radicalisation and involvement in terrorism;
- Act as the first point of contact within the school for case discussions relating to pupils who may be at risk of radicalisation or involved in terrorism;
- Collate relevant information in relation to referrals of vulnerable pupils into the Channel process;
- Attend Channel meetings as necessary and carrying out any actions as agreed;
- Report progress on actions to the staff at Hipsburn Primary school.
- Share any relevant additional information in a timely manner.
- The DSL, and any deputies, will undergo termly Prevent awareness training in order to provide advice and support to staff on protecting pupils from the risk of radicalisation.
- Staff will undergo termly Prevent awareness training, delivered by the DSL, in order to ensure that they are up-to-date to recognise indicators of radicalisation.
- Staff, including the DSL and any deputies, will also undergo regular training in response to any updates.

Hipsburn Primary school seeks to protect children and young people against the messages of all violent extremism including, but not restricted to, those linked to Islamist ideology, or to Far Right / Neo Nazi / White Supremacist ideology, Irish Nationalist and Loyalist paramilitary groups, and extremist Animal Rights movements.

Risk reduction

The school governors, the headteacher and the deputy safeguarding lead (DSL) will assess the level of risk within the school and put actions in place to reduce that risk. Risk assessments if needed may include consideration of the school's RE curriculum, SEND policy, assembly policy, the use of school premises by external agencies, integration of pupils by gender and SEN, anti-bullying policy and other issues specific to the school's profile, community and philosophy.

Response

Our school, like all others, is required to identify a Prevent Single Point of Contact (SPOC) who will be the lead within the organisation for safeguarding in relation to protecting individuals from radicalisation and involvement in terrorism: this will be the Designated Safeguarding Lead, the headteacher.

When any member of staff has concerns that a pupil may be at risk of radicalisation or involvement in terrorism, they should speak with the SPOC.

Numerous factors can contribute to and influence the range of behaviours that are defined as violent extremism, but most young people do not become involved in extremist action. For this reason, the appropriate interventions in any particular case may not have any specific connection to the threat of radicalisation, for example they may address mental health, relationship or drug/alcohol issues.

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.

Making a judgement

Although extremist behaviour can be presented in many forms, the school understands the following as the most obvious risk factors:

- Disclosure about extremist or radicalised behaviour by pupils – this could include exposure to materials outside of school
- Use of specific terms associated with certain ideological views, e.g. 'hate' language
- Intelligence reports from local and national agencies regarding the radicalisation of groups of people in the local area
- Focus on specific narratives that highlight particular extremist views
- Evidence of accessing online materials that include extremist materials
- Refusal to accept views expressed by others which are counter to the school's Equality Information and Objectives Policy
- Documented concerns raised by parents or family members about the changing behaviour of the pupil
- References to an extremist narrative in pupils' work
- Disassociation from existing friendship groups
- A loss of interest in activities which they previously engaged in
- Asking questions about identity, faith and belonging
- Behavioural characteristics, such as low self-esteem, isolation, and perceptions of failure and injustice
- Family tensions
- Migration
- Events affecting their country or region of origin
- Alienation from UK values
- Grievance triggered by personal experience of racism or discrimination
- Inappropriate forms of dress
- Property damage
- Refusal to cooperate with the requests of teachers or other adults

When assessing whether a pupil is at risk of radicalisation, staff will ask themselves the following questions:

- Does the pupil have access to extremist influences through the internet?
- Does the pupil possess or actively seek extremist material?
- Does the pupil sympathise or support extremist groups or behaviour in their speech or written work?
- Does the pupil's demeanour suggest a new social, religious or political influence? E.g.through jewellery or clothing
- Has the pupil previously been a victim of a race hate or religious crime?
- Has the pupil experienced any major disagreements with their peers, family or faith groups, leading to rejection, isolation or exclusion?
- Does the pupil display an irregular and distorted view of religion or politics?
- Does the pupil display a strong objection towards specific cultures, faiths or race?
- Is the pupil a foreign national awaiting a decision regarding deportation or immigration?
- Is there an irregular pattern of travel within the pupil's family?
- Has the pupil witnessed or suffered from trauma or violence in a war zone or through sectarian conflict?
- Is there evidence of a relative or family friend displaying extremist views?
- Has the pupil travelled for extended periods of time to international locations?
- Does the pupil have experience of poverty, disadvantage, discrimination or social exclusion?
- Does the pupil display a lack of affinity or understanding for others?
- Is the pupil a victim of social isolation?
- Does the pupil have insecure, conflicted or absent family relationships?

Critical indicators

These include where a pupil is:

- In contact with extremist recruiters.
- Articulating support for extremist causes or leaders.
- Accessing extremist websites.
- 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.
- Making significant changes to their appearance and/or behaviour.

Reporting procedure

- All incidents will be reported directly to the headteacher.
- All incidents will be fully investigated and recorded in line with the Positive Behaviour policy and records 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.

- If it is a serious concern staff/ headteacher will contact: preventmailbox@northumbria.pnn.police.uk or Ian Billham (Strategic Community Safety Manager) Tel: 01670 623731 Ian.Billham@northumberland.gov.uk from Northumberland County Council.

County Terrorism Local Strategy – Northumberland County Council

http://www.northumberland.gov.uk/Partners/Safer/Safer-Northumberland-Priorities/CounterTerrorism-Coordinating-Group.aspx

The Counter Terrorism Co-ordinating Group is about stopping people becoming terrorists or supporting terrorism. If you are concerned about someone being drawn into terrorism, please get in touch:

Ian Billham

Strategic Community Safety Manager

Tel: 01670 623731

Email: Ian.Billham@northumberland.gov.uk

What do we do?

The 'Prevent' strategy is a key part of Contest, the government's counter-terrorism strategy. We work with sectors and institutions where there are risks of radicalisation to prevent people from being drawn into terrorism. This includes:

- disrupting extremist speakers
- removing material online
- intervening to stop people being radicalised

Statutory Duty

The Counter-Terrorism and Security Act 2015 highlights the statutory duty on 'specified bodies' including local authorities, schools (academies and independent schools, further and higher education colleges), health, penal bodies and the police to pay due regard to the need to prevent people from being drawn into terrorism. This is 'the prevent duty', which became law on 1 July 2015.

Key Issues in Northumberland

The 'prevent duty' adopts a risk based approach, focusing on collaboratively working in the early detection of vulnerable people at risk of radicalisation. This includes identifying the pathways to radicalisation and working together to identify, detect and prevent extremism throughout our communities. Northumberland County Council is required to demonstrate three themes:

- effective leadership
- working in partnership
- having appropriate capabilities

Channel Programme

Northumberland County Council will establish panels to assess how vulnerable identified people are to being drawn into terrorism. These panels will be chaired by local authorities and must include the local chief of police.

Section 38 of the Act states 'partners' must cooperate with the panels.

Partners are mainly the specified bodies; however, both sixth-form and further education colleges eligible for state funding are mentioned specifically along with neighbouring local authorities.

Aims and Objectives

If necessary, partners are required to share information on individuals with the panels. However, not if it means contravening the Data Protection Act or if it would result in disclosure of information obtained through, about or held by the intelligence services. Therefore, Northumberland County Council must:

- ensure support plans are in place for accepted Channel cases
- consider alternative forms of support, including health and social care in cases where Channel is not appropriate
- ensure all partners cooperate with the police and the panel as far as appropriate and reasonably practicable

Objectives:

- Local authorities should ensure publicly-owned premises are not used to broadcast extremist views.

- School frontline staff should understand their prevent duty, be able to recognise vulnerability to radicalisation and know where to seek help.
- Universities should have policies and procedures in place for the management of events on campus and the use of all university premises, applying to all staff, students and visitors.
- Police should support individuals vulnerable to radicalisation through the Channel programme if appropriate and supporting partner organisations to deliver 'prevent' work.
- Prisons should offer support to individuals vulnerable to radicalisation, and move them away from an individual of concern. Those who are at risk of radicalising others should face removal of privileges and segregation from others.

To find out further information you could also follow the link for Northumbria Police:

http://www.northumbria.police.uk

Staff Safeguarding Training

Type of Training:

- Delivered by
- Delivered to
- When and at what frequency

Designated Safeguarding Lead

- NCC
- Headteacher, Deputy Headteacher
- Summer/autumn term , 2 yearly

WRAP (Workshop to Raise Awareness of Prevent)

- NCC and disseminated by Laura Haswell
- All staff, governors, office staff, site management and dinner supervisors
- Repeated for all staff during summer term each academic year

Safer Recruitment Training

- On-line through National College
- All SLT and all governors
- Refreshed on 3 year basis. Certificates held in school Safeguarding Folder

Safeguarding and Child Protection Training

- NCC
- All SLT and designated governors for child protection, office staff, site management and dinner supervisors
- Refreshed on 2 year basis. Certificates held in school Safeguarding File Repeated for all staff during Autumn term each academic year and ongoing in weekly year group and INSET meetings

This policy was ratified by the Governing Body in October 2019

Chair of Governor Committee…….

Signed: … ……………………………………………………A. Wort

Headteacher

Signed: …… …………………………………………………..K Moloney

Print name: Kevin Moloney

REVIEW DATE October 2020