St. John's C.E. Primary School

St. John's Vision statement

At St. John's we want everyone to grow and flourish. Our small school is a nurturing community where we can develop our gifts and broaden our horizons. We seek to do all this within the knowledge and love of God, where the values of His Kingdom guide and inspire us.

I pray that out of his glorious riches he may strengthen you with power through his Spirit in your inner being, so that Christ may dwell in your hearts through faith. And I pray that you, being rooted and established in love, may have power, together with all the Lord's holy people, to grasp how wide and long ad high and deep is the love of Christ.' Ephesians 3.16-18

'Thriving and learning as we build God's Kingdom'

Policy: **RADICALISATION and EXTREMISM POLICY**
Reviewed: **September, 2021**
Future Review: **September, 2022**

RADICALISATION

and

EXTREMISM POLICY

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Legal background

The Counter-Terrorism and Security Act 2015 places a legal responsibility on schools to prevent people being drawn into terrorism and requires that they challenge extremist ideas. This duty came into force on July 1st 2015.

Definitions

Radicalisation: the process by which a person comes to support terrorism and forms of extremism which lead to terrorism.

Extremism: active or vocal opposition to fundamental British values including but not confined to:

- Democracy
- The rule of law
- Individual liberty
- Mutual respect and tolerance of those with different faiths and beliefs.

Policies

The Prevent Duty should be enshrined within all relevant policies, as each are reviewed. The policies should include:

- Safeguarding
- Curriculum
- Teaching and learning
- Equalities
- Information technology and E-safety
- Behaviour
- Anti-bullying – peer on peer/child on child abuse
- Collective worship
- Religious Education

It is important to be aware that, whilst there is a lot of media coverage regarding Islamic extremism, there are other organisations, including extreme right wing groups, who can damage society and present a threat to the community. Schools should at all times ensure that their approach to the threat of radicalisation is **balanced, calm and proportionate**.

In Church of England schools, the Christian values that we teach sit very comfortably alongside the British values that in many cases have grown directly from the Christian heritage of this country. Christian values: http://www.christianvalues4schools.co.uk/

British values http://schools.london.anglican.org/uploads/document/2_0_british-values-in-c-of-e-schools-dec-2014.docx

Training

Prevent training is available and schools must undertake training with all staff as part of the process of being informed and alert. Free training has been available for some time in local authorities deemed to be Prevent priority areas (Home office and Police). It is now becoming more readily available in other areas.

Prevent Single Point of Contact (SPOC)

The single point of contact will normally be the Designated Safeguarding Lead (DSL).

The SPOC for this school is……Suj…0208379 6137

If there any concerns a member of staff should inform the SPOC (and/or the DSL).

The appendix to this document contains a pro-forma to be completed detailing any concerns.

Useful contacts

http://www.preventtragedies.co.uk

http://www.familiesmatter.org.uk

The DfE Due Diligence and Counter Extremism Group have a confidential telephone helpline 020 7340 76244.

Things to watch out for in a pupil:

It is important to remember that the vast majority of children, of whatever background, will not get involved in extremist action and in many cases suspicious behaviour may be a result of other problems e.g. mental health issues, relationship, drug or alcohol problems, or just the rigours of the teenage years**.** It is important not to jump to conclusions (not least because accusations of radicalisation could push vulnerable young people into the hands of radicals). However, as general good pastoral care, staff should immediately take note and act upon any of the following:

- Discomfort about 'fitting in' (*beyond normal range for teenagers*)
- Appearing distanced from their own culture or heritage.
- Family tensions
- Isolation
- Low self-esteem or feelings of failure
- Lacking in empathy/poor social interaction
- Disassociation with an old group of friends and arrival of a whole lot of new friends
- Significant change in appearance and/or behaviour
- Hostile or inappropriate questions about faith and identity
- Sudden interest in religion
- Unhappiness following a move from one country to another
- Rejection of civic or community life
- Overly developed sense of grievance triggered by perceptions of racism or discrimination
- Involvement with criminal groups and/or imprisonment
- Failure to understand the actions and motivations of others.
- Accessing of violent or extremist websites or possessing violent or extremist literature
- Contact with known extremists
- Justifying the use of violence to solve society's ills

- Joining an extremist organisation
- If your knowledge of the family leads you to believe there is a risk

It should also be remembered that outside events, such as tensions in the local community, events in the country of origin, in the case of migrants, or major world events (such as the Iraq war) can also disproportionately affect the feelings and actions of young people. All staff should be alert to these events and be ready to help young people understand them, and put them into context.

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Questions for the leadership team to ask?

1. Are there significant differences in the way that different groups in the school achieve, attend and behave?
2. Are these groups separated out in any way?
3. If one group has chosen to be isolated - why?
4. Are there any emerging patterns of behaviour?
5. Do you understand what is happening?
6. What are you doing about it?

7. Have you analysed the type, rate and pattern of bullying in the school?
8. How do you tackle discriminatory or derogatory language?
9. Are perpetrators challenged?
10. What have you learnt?

11. How robust are admissions and attendance procedures?
12. Do you follow up on absences?
13. Do you involve other agencies?

14. Is everyone that needs to be trained in safer recruitment?
15. Do you follow up all queries, before, during and after appointment?

16. Are visitors suitably checked and monitored?
17. How well do you check on and brief speakers and groups coming into school?
18. How do you monitor events?

19. How good are you at keeping pupils safe inside and outside the school?
20. Are the risk assessments effective?
21. Have you checked your safety arrangements?
22. Have you followed up and taken action after any incidents?

23. Do pupils understand and respond to risk effectively on the following issues:

- Child sexual exploitation
- Racism
- Sexism
- Homophobia
- FGM
- Domestic violence
- Forced marriage

- Substance misuse
- Gangs
- Extremism

24. What action has the school taken to address these issues?

25. Is the curriculum broad and balanced, providing a wide range of subjects?
26. Are students prepared to live fruitful lives in modern Britain?
27. Does the curriculum promote British Values?
28. Are Christian values clearly taught in every aspect of school life?
29. Is there clear guidance on provision for the spiritual, social, moral and cultural development of every pupil?
30. Are these policies put into practice so that no-one, regardless of race, gender, sexual orientation, disability or faith, suffers discrimination?

Channel

Channel is a programme which provides support for those who are vulnerable and may be being drawn towards terrorism.

Schools may refer individuals to the Channel panel, however as the programme is voluntary the student may decline. There is an online training module available for school staff. https://www.gov.uk/government/publications/channel-guidance

Local Safeguarding Boards are responsible for co-ordinating what is being done by all the local agencies.

APPENDIX I – PROFORMA for REPORTING CONCERNS REGARDING RADICALISATION and EXTREMISM

Pupil Name	
Class	
Address	
Parents / Carers Names and Numbers	
Addresses if different	
Details of concern	

Action taken	
Details of referrals including Names and contact Details	
Follow up Action	
Signed DSL and/or SPOC	Date
Headteacher	Date