

Anti-Radicalisation Policy



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1. POLICY STATEMENT

Netherbrook Primary School is fully committed to safeguarding and actively promoting the welfare of all its pupils. As a school we recognise that safeguarding against radicalisation is no different to safeguarding against any other vulnerability. This anti-radicalisation policy sets out our beliefs, strategies and procedures to protect vulnerable individuals from being radicalised or exposed to extremism, by identifying who they are and providing them with support.

2. LINKS TO OTHER POLICIES

The Netherbrook Primary School anti-radicalisation policy links to the following policies:

- Child Protection and Safeguarding
- Anti-bullying policy
- Behaviour policy
- E-safety policy
- Racist incident policy
- SMSC and British Values policy

3. AIMS AND PRINCIPLES

3.1 The Netherbrook Primary School anti-radicalisation policy is intended to provide a framework for dealing with issues relating to vulnerability, radicalisation and exposure to extreme views. It 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 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 anti-radicalisation and will follow the policy when issues arise.
- All parents 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.

3.2 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. Staff will be given training to comprehend exactly what is meant by harm and given a comprehensive action plan to follow in the case of any incident. This action plan will follow our safeguarding procedures.

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 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.
- Changes to their usual behavior.
- Their 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 or 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, 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.
- Family network; disclosures regarding any family members or extended family holidays to locations.

5. PROCEDURES FOR REFERRALS

5.1 Although serious incidents involving radicalisation have not occurred at Netherbrook Primary School to date, it is important for us to be constantly vigilant and remain fully informed about the issues which affect the city in which we teach. Staff are reminded to suspend any 'professional disbelief' that instances of radicalisation 'could not happen here' and to refer any concerns through the appropriate channels (see appendix 1 – Dealing with referrals)

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 groups. Staff must be aware that there is a shared ownership and a duty of care to safeguard all of the children. Weekly child spot, during staff briefing, will ensure that any concerns are shared with staff, so as to ensure everyone is aware. We must have the confidence to challenge, the confidence to intervene and ensure that we have strong safeguarding practices.

5.3 The Headteacher will deal swiftly with any referrals made by staff or with concerns reported by staff.

5.4 The Headteacher and Deputy Head 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 – Dealing with referrals)

6. MANAGER, STAFF AND GOVERNORS

6.1 The Headteacher is responsible for referrals relating to radicalisation. In the event of her absence, concerns will be reported to the Deputy Headteacher.

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.

6.3 The Headteacher will work in conjunction with the Deputy Headteacher, SLT and external agencies to decide the best course of action to address concerns.

6.4 Prejudicial behaviour can be a factor in radicalisation. With this in mind, Netherbrook Primary School has updated procedures for dealing with prejudicial behaviour, as outlined in the Behaviour Policy and Appendix 1 of this policy.

7. THE ROLE OF THE CURRICULUM

7.1 Our curriculum promotes mutual respect, tolerance of others with different faiths and beliefs and diversity. Children are encouraged to share their views through individual liberty and democracy, 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 Citizenship provision is embedded across the curriculum through the 'Global Dimensions' and also in RE, and underpins the ethos of the school. 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. We complete a pupil survey, which enables us to recognise vulnerable children, children who aren't feeling completely happy in school, or children with low self-esteem or confidence. Upon analysing the results of this survey, we can place children into relevant, personalised nurture intervention groups, so as to address individual needs. As well as this, we also have a well-established pastoral team comprising of a Child Psychologist, Mediator and Family Support Worker. Pupils that are identified as having social and emotional issues meet with members of this team who liaise with the SLT and parents. Such activities provide children with low self-esteem or confidence with an avenue to personalised nurture intervention, consequently providing them a secure environment where they feel safe to speak freely. We provide a range of transition activities, so as to ensure smooth transition from year group to year group. The children take part in transition days with their new teacher in June for the following academic year. Regular visits and meetings are held with secondary schools to ensure a smooth transition between KS2 and 3. This help eliminate anxieties leading up to the new school.

7.3 As outlined in our E-Safety policy, 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. USE OF PREMISES

9.1 If an agreement is made to let the premises to people from outside of the staff, appropriate checks will be made before agreeing the contract. Usage will be monitored and in the event of any behaviours not in-keeping with the anti-radicalisation policy, the school will contact the police and terminate the contract.

10. ADDITIONAL MATERIALS

10.1 See Appendix 3 for further reading

11. POLICY REVIEW

11.1 The Anti-radicalisation policy will be reviewed annually as part of the overall Child Protection and Safeguarding policy review.

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:

- All incidents of prejudicial behaviour will be reported directly to the Headteacher or Deputy Headteacher using a school safeguarding form.
- All incidents will be fully investigated and recorded in the Safeguarding file
- Parents are 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 file.
- The Headteacher follows-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 security and partnership's police officer – Eamonn Hall – West Midlands Police Counter terrorism unit – 07920860948 – e.hall@west-midlands.pnn.police.uk

Appendix 2 - Staff training

Teaching staff and support staff will all receive WRAP training (Workshop to Raise Awareness of Prevent) from Home Office accredited facilitators of Prevent. There is no requirement to annually update this training, but INSET and staff training days throughout the year will include reminders and refreshers of the key messages shared, to ensure that the training remains effective and of importance.

Appendix 3 - Additional materials

[Prevent strategy, GOV.UK – Home Office \(Adobe pdf file\)](#)

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/97976/prevent-strategy-review.pdf

[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.

This policy will be reviewed in January 202