



Sacred Heart RC Primary School

Extremism and Anti-Radicalisation Policy



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Statement of intent

Sacred Heart RC Primary deplores terrorism of every kind and of any radical ideology. We will do anything we can to protect our pupils from the threat of terrorism and will not tolerate extremism or radicalisation in our school.

Our zero-tolerance approach to extremism and terrorism includes interventions, exclusions and involving third parties such as the police.

We support and adhere to the latest guidance from the DfE which requires schools to actively promote fundamental British values and to ensure that pupils are encouraged to regard people of all faiths, races and cultures with respect and tolerance.

This policy relates to the radicalisation of pupils at Sacred Heart RC Primary. For guidance on specific terrorist incidents, please see our Invacuation, Lockdown and Evacuation Policy and procedures.



1. Legal framework

- 1.1. 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
- 1.2. 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'
 - DfE (2018) 'Keeping children safe in education'

2. Definitions

For the purpose of this policy:

- 2.1. **Extremism** – is defined as the holding of extreme political or religious views.
- 2.2. **Radicalisation** – is defined as the process by which an individual or group comes to adopt increasingly extreme political, social, or religious ideals and aspirations.
- 2.3. **Fundamental British values** – are a set of expected standards by which people resident in the UK must live.

3. Safeguarding from extremism

- 3.1. The school protects the right to freedom of expression. This policy is not intended or designed to restrict or prevent legitimate and lawful congregation or debate.
- 3.2. The school has a dedicated designated safeguarding lead (DSL) who deals with any incidents of extremism and or terrorism within our school community.
- 3.3. As is the school's responsibility under law, we will do our utmost to safeguard our pupils from being drawn into extremism and terrorism.
- 3.4. The school has strong relationships with our Local Safeguarding Children Board (LSCB) and local police, and will not hesitate to involve them at the earliest opportunity if safeguarding issues arise.
- 3.5. The school encourages any pupil, parent, staff member or member of the wider school community to let our DSL know if they have concerns about:
 - Pupils becoming radicalised.
 - Groups, clubs or societies with extremist or radical views.



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- Friends and/or families of pupils becoming radicalised or involved in extremism.
 - Pupils planning to visit known areas of conflict.
 - Members of the school and wider community attempting to draw young and/or vulnerable pupils into extremism.
- 3.6. Visitors and speakers coming into the school will be vetted prior to them having access to pupils, and all materials handed out to pupils will be checked by the Headteacher.
- 3.7. Pupil-led groups, clubs and societies will be subject to regular unannounced inspections by our DSL / Headteacher.

4. 'Channel' and 'Prevent'

- 4.1. Channel, a key element of the Home Office's Prevent strategy, is a multi-agency approach to protect people at risk from radicalisation.
- 4.2. As a school we will work with the LA, local law enforcement, and religious and community leaders, to identify children vulnerable to radicalisation and to stamp out extremism if it arises. This includes identifying pupils:
- Displaying feelings of grievance and injustice.
 - Feeling under threat.
 - Searching for identity, meaning and belonging.
 - Who have a desire for status amongst their peers.
 - Who have a desire for excitement and adventure.
 - Displaying a need to dominate and control others.
 - Who have a susceptibility to indoctrination.
 - Displaying a radical desire for political or moral change.
 - Who are susceptible to opportunistic involvement.
 - Who have family or friends involved in extremism.
 - Susceptible to being influenced or controlled by a group.
 - With relevant mental health issues.

5. Preventing radicalisation

- 5.1. The school will assess the risk of pupils being drawn into terrorism through identifying the factors that affect children in the local area and knowing how to identify those at risk.
- 5.2. The school always takes allegations and concerns of radicalisation and/or terrorism seriously.



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- 5.3. The school will help pupils channel their desire for excitement and adventure into suitable and healthy activities.
- 5.4. Extremist propaganda is widely available online. The poisonous messages of extremists and fundamentalists will never be allowed to drown out the voices of the moderate majority.
- 5.5. The school will work with local religious and cultural organisations to instil a strong sense of identity in our pupils, as well as a clear place and purpose within the school.
- 5.6. The school recognises that pupils' parents and families are best-placed to spot signs of radicalisation and, as such, will promote effective engagement with parents and families.
- 5.7. The school will record all internet activity that takes place on site, and on any school computers, laptops and tablets off site, and establish appropriate filters to protect children from terrorist and extremist material online, in accordance with the E-safety Policy.
- 5.8. In accordance with Keeping Children Safe in Education and our Child Protection and Safeguarding Policy, pupils will be taught about the importance of staying safe online through PSHE lessons.
- 5.9. The school is stronger thanks to our open, multi-faith and multi-racial community. We will always aim to integrate and engage every child within the school community, and in the wider community.
- 5.10. The school will celebrate a range of different religious and cultural festivals across the year giving every child the opportunity to take part.
- 5.11. The school will monitor and assess incidents which suggest pupils are engaging, or are at risk of engaging, in extremist activity and/or radicalisation.
- 5.12. Where a pupil has been identified as at risk of radicalisation, the school will take action proportionate to the incident/risk.

6. Making a judgement

- 6.1. Although extremist behaviour can be presented in many forms, the school understands the following as the most obvious indicators:
 - 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



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- Focus on specific narratives that highlight particular extremist views
 - Evidence of accessing online materials that include extremist materials
 - Documented concerns raised by parents or family members about the changing behaviour of the pupil
 - References to an extremist narrative in pupils' work
- 6.2. 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?
- 6.3. The DSL will undergo termly Prevent awareness training in order to provide advice and support to staff on protecting pupils from the risk of radicalisation.
- 6.4. Staff will undergo annual Prevent awareness training, delivered by the DSL, in order to ensure that they are up-to-date to recognise indicators of radicalisation.
- 6.5. Staff, including the DSL, will also undergo regular training in response to any updates.



7. Community links

- 7.1. The school will include discussion about extremism and terrorism in our governing body meetings.
- 7.2. The school will operate an open-door policy for community members to report concerns.
- 7.3. The school will open our doors to the community for festivals, religious and other events.
- 7.4. The school will select a range of charities to support across the year which represent our school community, including local community groups.

8. Making a referral

- 8.1. In accordance with the school's Child Protection and Safeguarding Policy, if any member of staff has concerns about a pupil, they will raise this with the DSL.
- 8.2. Parents will be contacted to discuss the issue and investigate where there are any mitigating home circumstances, unless doing so would put the pupil at further risk of harm. A decision will be made at this meeting to determine whether a referral should be made to the Channel programme.
- 8.3. In most cases, the DSL will refer case to the Channel programme where there is a radicalisation concern, as appropriate.
- 8.4. Staff members may make referrals to the Channel programme if they deem it necessary – the DSL will be notified in all cases and will support staff members who do so.
- 8.5. Staff members will be informed that they may be asked to attend a Channel panel to discuss the pupil who has been referred to determine whether support is required.
- 8.6. The LA's Channel panel will decide which support, if any, is required and arrange for this support to be implemented.
- 8.7. The DSL will follow up any referrals and the pupil will be monitored for a period of time to determine whether there have been any changes in behaviour. Parents will be consulted during this period, unless doing so would put the pupil at further risk of harm.
- 8.8. If any concerns are raised, the DSL will contact the Channel programme to discuss further steps.
- 8.9. The DSL will record and retain all incidents for school records.

9. Promoting fundamental British values



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9.1. Through the national curriculum, the school will:

- Teach our pupils a broad and balanced international history.
- Represent the cultures of all of our pupils across the subject.
- Teach a wide range of English and non-English literature.
- Commemorate World War 1 and 2.
- Demonstrate the historical importance of the Commonwealth.

9.2. Through our social, moral, spiritual and cultural programme, the school will:

- Enable pupils to develop their self-knowledge, self-esteem and self-confidence.
- Enable pupils to distinguish right from wrong and to respect the civil and criminal law of England.
- Encourage pupils to accept responsibility for their behaviour, show initiative, and to understand how they can contribute positively to the lives of those living and working in the locality of the school and to society more widely.
- Enable pupils to acquire a broad general knowledge of, and respect for, public institutions and services in England.
- Further tolerance and harmony between different cultural traditions by enabling pupils to acquire an appreciation of, and respect for, their own and other cultures.
- Encourage respect for other people.
- Encourage respect for democracy and support for participation in the democratic processes, including respect for the basis on which the law is made and applied in England.

9.3. The school will do this by:

- Including material on the strengths, advantages and disadvantages of democracy, and how democracy and the law work in Britain as part of our curriculum.
- Ensuring that all pupils within the school have a voice that is listened to, thus demonstrating how democracy works via a school council whose members are voted for by the pupils.
- Using opportunities such as general or local elections to hold mock elections to offer pupils the chance to engage in politics from an early age.
- Offering a debate club to provide pupils with the opportunity to learn how to argue and defend points of view.



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- Using teaching resources from a wide variety of sources to help pupils understand a range of faiths.
- Considering the role of extra-curricular activities, including any activity run directly by pupils, in promoting fundamental British values.

Appendix One

Exercise 1: Similarities and Differences

This exercise can be carried out in a classroom environment where children are instructed to walk carefully; otherwise, it is appropriate during a physical education or outdoor lesson where children can be encouraged to run to the various stations.



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Two or three stations should be clearly marked and all children should stand in a central group. Options should then be called out enabling children to move to the different stations based on similarities. For example, children can be told to move to station one if they have blue eyes, station two if they have green eyes and station three if they have brown eyes. Care should be taken to ensure that no children are left out or repeatedly isolated, and a range of trivial and more meaningful categories should be called. The purpose of the exercise is to reinforce the wide range of similarities different groups have, some of which are important to people's sense of identity and some of which are not.

Examples of different categories could include:

- Everyone with a brother
- Everyone with a sister
- Everyone who enjoys eating sweets
- Everyone whose family celebrates a religious day
- Everyone who can speak more than one language
- Everyone wearing shoes
- Everyone whose family attends a place of worship

The different groupings should be discussed at the end of the lesson with a focus on the fact that all people have similarities and differences and that it is a positive thing that we are all unique.

Exercise 2: Similarities and Differences

Children should move into pairs and then be asked to identify two visible and two 'secret' things that they have in common with their partner.

Examples of visible things they have in common could be that they both have two hands, blue eyes, are wearing a school uniform, have their hair in a ponytail, etc. Examples of 'secret' things they have in common might include the fact that they both have a sister, enjoy reading, like pets, ate cereal for breakfast, etc.



Wider discussion should then be opened with the class. Children should be asked whether they were surprised by the things they had in common with each other, what makes people similar, what makes people different and why it's important that we are kind and respectful of people's similarities and differences.

Exercise 3: Communities

This exercise should focus on the different communities in the classroom. A map of the local area should be used to mark important places which children in the class attend, for example, religious buildings, the park, the school, etc. The class should then discuss why different areas are important to different people.

A world map should also be used for children to point out where they were born, where they have been on holiday, where their mothers/fathers/grandparents/cousins are from, what countries are important to them and why.

A discussion should then be opened about how people from different places are similar to one another and how they are different. As always, a focus on the importance of being kind and respectful of other's differences and similarities should be reinforced.

The following are just some of what we do in Sacred Heart RC Primary school to promote British Values such as tolerance, respect, democracy, rule of law, critical thinking skills and personal responsibility for our actions:

Our recent section 48 R.E. Inspection graded us as 'good with much outstanding work in the care and support we offer to our families through welcome, welfare and witness.

We promote the Gospel values of love, tolerance and celebration of differences in others

Weekly Statements to live by – linked with the Gospel values

Half termly life skills

Big thinking in RE and Mindfulness/Circle time

Learning Powers

School and Class Council

Various active groups within the school: Pupil Chaplains, Playground Pals, Play Leaders, Eco Team, Sports Leaders.

We have regular anti bullying weeks, healthy living weeks – healthy mind and body.

We also have various groups and activities for our vulnerable children such as Rainbows (Bereavement group) special Lunchtime clubs and sports clubs.



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We also have a Family Worker to support vulnerable families.

Sacred Heart RC employs our own CARITAS Social Worker to offer Early Help and to support our most vulnerable pupils and their families.

CHANNEL PANEL REFERRAL PATHWAY FOR CHILDREN

You have concerns about a vulnerable child being radicalised



Discuss this with your nominated Safeguarding Lead



Safeguarding Lead makes a referral to MASS
To make a referral complete the Multi-Agency Child Protection Referral Form
MASS can also be contacted by calling **0300 303 0440**



There is already pre-existing statutory/multi-agency involvement with the child



There is no existing statutory/multi-agency involvement with the child



Channel Lead and CTU Channel Lead links into the existing processes



Channel planning process involving the representatives of key agencies appropriate to the specific case



Appendix Three - Statement from Local Authority

Preventing Radicalisation

The Counter-Terrorism and Security Act 2015 places a duty on specified authorities, including local authorities and childcare, education and other children's services providers, in the exercise of their functions, to have due regard to the need to prevent people from being drawn into terrorism ("the Prevent duty"). Young people can be exposed to extremist influences or prejudiced views, in particular those via the internet and other social media. Schools can help to protect children from extremist and violent views in the same ways that they help to safeguard children from child sexual exploitation, drugs, gang violence or alcohol.

The Prevent strategy aims to protect vulnerable people from being drawn into terrorism. While it remains rare for children and young people to become involved in terrorist activity, young people from an early age can be exposed to terrorist & extremist influences or prejudiced views. We recognise that as with other forms of safeguarding strategies, early intervention is always preferable. Our school is committed to working with other local partners, families and communities, and we will play a key role in ensuring young people and their communities are safe from the threat of terrorism.

We also recognise that our school has a duty of care to our pupils and staff which includes safeguarding them from the risk of being drawn into terrorism. Being drawn into terrorism includes not just violent extremism but also non-violent extremism, which can create an atmosphere conducive to terrorism and can popularise views which terrorists exploit. Prevent can work within both violent and non-violent extremism arenas and can include topics such as hate crime, racism, bullying, on line safety and extreme political views.

Our school is committed to:

- establishing a single point of contact in terms of safeguarding
- assessing risk of students being drawn into terrorism
- developing an action plan to reduce the risk
- training staff to recognise radicalisation and extremism
- referring vulnerable people to Channel
- prohibiting extremist speakers and events
- managing access to extremist material- ICT filters



- being confident about British Values

We recognise that some young people, who are vulnerable to extreme views, may find it difficult to develop a sense of self-worth and to view the world in a positive way. We also recognise that their behaviour may be challenging at times and that some may cause offence or harm to others.

We will, therefore, always take a considered and sensitive approach in order that we can support all of our pupils by:

- providing a safe environment for children and young people to learn and develop in our school setting, and
- identifying children and young people who are particularly vulnerable to extreme views / radicalisation, and taking appropriate action in accordance with the school's safeguarding procedures with the aim of making sure they are kept safe both at home and in our school setting
- making appropriate referrals to the Local Authority for early intervention and support where necessary
- ensuring that staff member(s) or Governor(s) responsible for safeguarding are kept fully aware of their responsibilities, by attending relevant training and briefings
- letting staff, parents and pupils know how to voice their concerns
- responding to any allegations appropriately in accordance with appropriate school policies and procedures.

10. Policy review

This policy is reviewed annually by the Headteacher / DSL

The scheduled review date for this policy is July 2019.