

Fairlawn



## Fairlawn Primary School

# Preventing Radicalisation and Extremism Policy

Chair of LGB	<b>Lesley Freed</b>
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## **1 Statement**

Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism. There is no single way of identifying an individual who is likely to be susceptible to an extremist ideology. It can happen in many different ways and settings. Specific background factors may contribute to vulnerability which are often combined with specific influences such as family, friends or online, and with specific needs for which an extremist or terrorist group may appear to provide an answer.

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 that terrorists exploit.

The 'Counter-Terrorism and Security' Act (2015) places 'due regard' on our need to prevent people from being drawn into terrorism. This is known as the Prevent duty and is in line with the Government's Contest strategy (the counter terrorist strategy).

Fairlawn is committed and actively supports the view that all students should be protected from radicalisation and extremism. We expect all staff, volunteers, visitors and students to share this commitment and this policy therefore applies to all.

## **2 Aims**

The implementation of this policy aims to ensure:

- Clarity in the roles and responsibilities of all staff
- Prevention of radicalisation or extremism from arising
- Assessment of the risk of children being drawn into terrorism
- Effective partnerships with external agencies
- IT policies are in place to ensure children are safe from terrorist and extremist material

## **3. Fairlawn Ethos and Practice**

When operating this policy Fairlawn uses the following accepted Governmental definition of extremism which is:

'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; and/or calls for the death of members of our armed forces, whether in this country or overseas'.

There is no place for extremist views of any kind in our academy, whether from internal sources – students, staff or governors, or external sources - school community, external agencies or individuals. Our students see our Academy as a safe place where they can explore controversial issues safely and where our staff encourage and facilitate this – we have a duty to ensure this happens.

As an academy we recognise that extremism and exposure to extremist materials and influences can lead to poor outcomes for children and so should be addressed as a safeguarding concern as set out in this policy. We also recognise that if we fail to challenge extremist views we are failing to protect our students.

Extremists of all persuasions aim to develop destructive relationships between different

communities by promoting division, fear and mistrust of others based on ignorance or prejudice and thereby limiting the life chances of young people. Education is a powerful weapon against this; equipping young people with the knowledge, skills and critical thinking, to challenge and debate in an informed way. At Fairlawn we will provide a broad and balanced curriculum, delivered by skilled professionals, so that our students are enriched, understand and become tolerant of difference and diversity and also to ensure that they thrive, feel valued and not marginalized.

Furthermore, we are aware that young people can be exposed to extremist influences or prejudiced views from an early age which emanate from a variety of sources and media, including via the internet, and at times students may themselves reflect or display views that may be discriminatory, prejudiced or extremist, including using derogatory language.

Any prejudice, discrimination or extremist views, including derogatory language, displayed by students or staff will always be challenged and where appropriate dealt with in line with our Behaviour Policy for students and the Code of Conduct for staff.

#### 4 Roles and Responsibilities

##### a. Designated Safeguarding Lead

##### **Designated Safeguarding Lead (DSL): Julie Molesworth (Principal)**

The designated safeguarding lead has the following roles/responsibilities:

- **If there is the belief that a student has been drawn into extreme or terrorist ideology then the Police should be immediately contacted**
- Attend the Workshop to Raise Awareness of Prevent (WRAP) training
- Self-assess the school's 'Preventing Radicalisation and Extremism' procedures and implement areas of improvement where appropriate
- Ensure the 'Preventing Radicalisation and Extremism' policy and procedures are known, understood and used appropriately
- Ensure the 'Preventing Radicalisation and Extremism' policy is reviewed every two years (as a minimum) and the procedures and implementation are updated and reviewed regularly
- Ensure the 'Preventing Radicalisation and Extremism' policy is ratified by governors and that the designated safeguarding governor is aware of procedures for preventing radicalisation
- Ensure each member of staff (especially new and part time staff) has access to and has read/understood the 'Preventing Radicalisation and Extremism' policy and 'Keeping Children Safe in Education: Part 1 (2016)
- Ensure the deputy DSLs and designated safeguarding officers are equipped with the knowledge and understanding of how to complete the roles and responsibilities of the DSL as appropriate
- Provide appropriate staff Prevent training annually (as a minimum) to ensure all staff have the knowledge and understanding to implement procedures
- Encourage a culture of community cohesion
- Ensure the PSHE plan promotes the fundamental British values Ensure students are aware of where to go for support

- Act as a source of support, advice and expertise for staff in relation to preventing radicalisation and how to act upon concerns
- Refer cases to the Channel programme where there is a radicalisation concern as required
- Support staff who make referrals as appropriate
- Are able to keep detailed, accurate, secure records of concerns/referrals/actions
- Support staff with regards to the requirements of the Prevent duty and provide advice and support to staff on protecting children from the risk of radicalisation
- Obtain access to resources and attend any relevant or refresher training courses
- Link with Bristol Safeguarding Children's Board (BSCB) to make sure staff are aware of training opportunities and the latest local preventing radicalisation policies
- Maintain effective engagement from parents/carers (who are in a key position to spot signs of radicalisation) and signpost to appropriate support
- Ensure staff know what to look for in relation to concerns about radicalisation and extremism (see Appendix 1)

#### b. Staff

Fairlawn staff have the following roles/responsibilities:

- Refer immediately to the DSL and designated safeguarding officers **if there is a concern relating to a child being drawn into terrorism**
- Read/understand the 'Preventing Radicalisation and Extremism' policy and 'Keeping Children Safe in Education: Part 1 (2016)
- Be clear on the role of the DSL
- Provide a safe and positive environment for children that promotes community cohesion
- Promote the fundamental British values
- Understand how to identify radicalisation or extremism concerns
- Ensure students are listened to and their wishes and feelings are taken into account  
Understand how to respond appropriately to concerns
- Record any concerns appropriately and refer to the DSL and the designated safeguarding officers (including via the 'ALL CP' email)
- Challenge any individual who offers any extremist views or terrorist ideology
- Ensure any visiting speakers are suitably supervised to ensure they do not impose extremist views or terrorist ideology
- Ensure students are provided with a balanced view of political issues and be mindful of political indoctrination

## 5 Prevention

We recognise that Fairlawn plays a significant part in the prevention of harm to our students and will therefore:

- Utilise the 'Preventing Radicalisation and Extremism' policy and procedures to protect students from radicalisation
- Raise awareness of radicalisation and extremism with students through PSHE sessions and appropriate notices and assemblies
- Establish and maintain an ethos of community cohesion
- Provide a safe environment where children can understand and discuss sensitive topics
- Ensure students are skilled in how to challenge terrorist ideology
- Ensure students are aware of where to go for support via the pastoral system
- Discuss specific concerns during appropriate staff meetings and liaise with external agencies to develop a holistic understanding of the current situation for a student
- Identify children who may be at risk of radicalisation and act proportionately, which may include making a referral to the Channel programme (that focuses on providing support at an early stage to people who are identified as being vulnerable to being drawn into terrorism)

## **6 Risk Assessment**

We will assess the risk of students being drawn into terrorism, including support for extremist ideas that are part of terrorist ideology. Assessing the risk will include robust safeguarding procedures. This will include working in partnership with external agencies as appropriate. Staff will be encouraged to complete the 'Channel: General Awareness' training to help ascertain what to look for in relation to concerns about radicalisation and extremism.

## **7 Partnerships**

The 'Counter-Terrorism and Security' Act (2015) places a duty on local authorities to ensure Channel panels are in place. The panel must include the local authority and chief officer of the local Police. Panels will assess the extent to which identified individuals are vulnerable to being drawn into terrorism, following a referral from the Police and where considered appropriate and necessary consent is obtained, arrange for support to be provided to those individuals. The Act requires partners of Channel panels to co-operate with the panel in the carrying out of its functions and with the Police in undertaking the initial assessment as to whether a referral is appropriate. The Academy, which is required to have regard to 'Keeping Children Safe in Education' are listed in the Act as a partner of the panel. The relevant provisions of the Act came into force on 12 April 2015 and the Academy works with the Channel panels set up in the local area to risk assess, refer and support individuals as required.

We will maintain effective working relationships with the BSCB, Social Care, the Police and other external agencies. This includes information sharing as appropriate. The DSL liaises regularly with the Safeguarding in Education Team (SET) for BSCB and also with South Bristol Early Help to discuss specific student concerns. This multi-agency approach enhances the effectiveness of identifying concerns and intervening appropriately.

## **8 E-Safety and Social Media**

The internet and the use of social media in particular has become a major factor in the radicalisation of children. The Academy's 'Safeguarding and Child Protection' policy and 'Acceptable Use' policy are implemented to prevent students from being exposed to extreme

and terrorist ideology.

## **9 Whistle Blowing**

Where there are concerns of extremism or radicalisation Students, Staff and Governors will be encouraged to make use of our internal systems to Whistle Blow or raise any issue in confidence.

They must inform the Principal straight away (or if it relates to the Principal) inform the Chair of Governors.

## Appendix 1: What to Look For

Reasons why individuals may be vulnerable:

- Peer pressure
- Influence from others via internet/social media Bullying
- Involvement in crime or anti-social behaviour Family tensions
- Lack of identity
- Personal or political grievances

As part of wider safeguarding responsibilities staff will be alert to:

- Disclosures by students of their exposure to the extremist actions, views or materials of others outside of school, such as in their homes or community groups, especially where students have not actively sought these out;
- Graffiti symbols, writing or art work promoting extremist messages or images;
- Students accessing extremist material online, including through social networking sites;
- Parental reports of changes in behaviour, friendship or actions and requests for assistance;
- Partner schools, local authority services, police reports of issues affecting students in other schools or settings;
- Students voicing opinions drawn from extremist ideologies and narratives;
- Use of extremist or 'hate' terms to exclude others or incite violence;
- Intolerance of difference, whether secular or religious or, in line with our equalities policy, views based on, but not exclusive to, gender, disability, homophobia, race, colour or culture;
- Attempts to impose extremist views or practices on others;
- Anti-Western or Anti-British views.

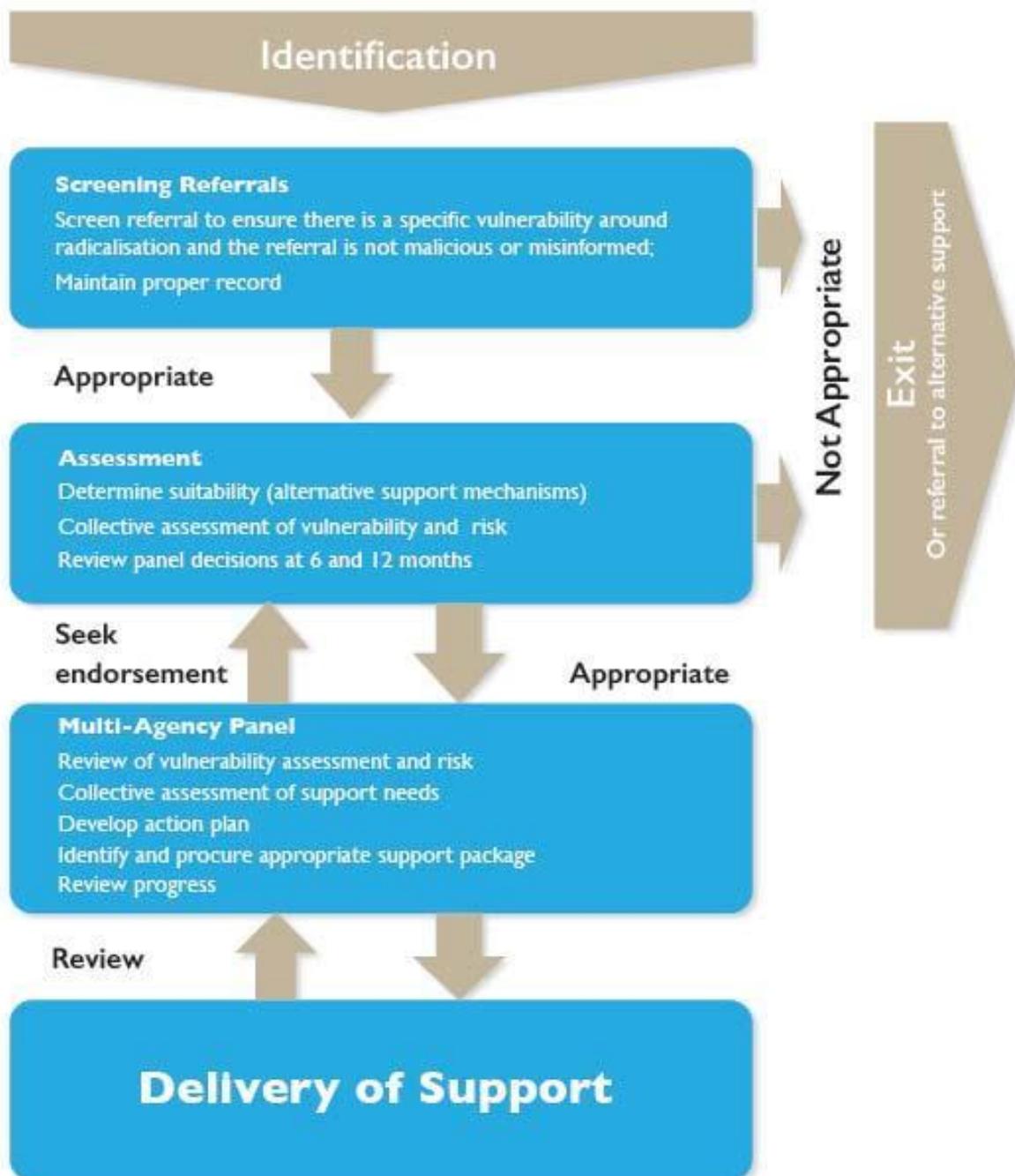
Indicators of engagement in extremist group:

- a. spending increasing time in the company of other suspected extremists;
- b. changing their style of dress or personal appearance to accord with the group;
- c. day-to-day behaviour becoming increasingly centred around an extremist ideology, group or cause;
- d. loss of interest in other friends and activities not associated with the extremist ideology, group or cause;
- e. possession of material or symbols associated with an extremist cause (e.g. the swastika for far right groups);
- f. attempts to recruit others to the group/cause/ideology; or
- g. communications with others that suggest identification with a group/cause/ideology.

Indicators of intention to cause harm:

- a. clearly identifying another group as threatening what they stand for and blaming that group for all social or political ills;
- b. using insulting or derogatory names or labels for another group;
- c. speaking about the imminence of harm from the other group and the importance of action now;
- d. expressing attitudes that justify offending on behalf of the group, cause or ideology;
- e. condoning or supporting violence or harm towards others; or
- f. plotting or conspiring with others.

Appendix 2: Channel Process



### **Appendix 3: Related Policies and Procedures**

<https://www.bristol.gov.uk/policies-plans-strategies/bristol-safeguarding-children-board>

[www.swcpp.org.uk](http://www.swcpp.org.uk)

'Keeping Children Safe in Education' (2016)

'Working Together to Safeguard Children' (2015)

'Children Act' (1989)

'Counter-Terrorism and Security Act' (2015)

'Revised Prevent Duty Guidance' (2016)

'Channel Duty Guidance' (2015)

Channel General Awareness Training:

[http://course.ncalt.com/Channel General Awareness/01/index.html](http://course.ncalt.com/Channel%20General%20Awareness/01/index.html)

'Safeguarding and Child Protection' policy

'Acceptable Use' policy