

# Great Orton Primary School

## Anti Radicalisation Policy

This policy was written and agreed by the Governing Body and Head on:

Date: 25/3/2019

Head / Teacher In Charge : L Shannon

Chair of Governors: L Thorp

*Review Date: September 2021*

## Radicalisation in Cumbria

### Prevent Strategy Great Orton Primary

#### PREVENT

- There's an ongoing threat from terrorism
- British citizen and residents are being recruited by terrorist groups
- Government think local services could do more to identify and safeguard those at risk of getting involved
- Prevent duty is the responsibility of all public bodies including schools

#### THE PROBLEM

- Ongoing terrorist threat-currently rated as severe
- Growth in extreme, intolerant ideologies
- Extreme right wing and extreme Islamist (ISIS) are similar
- Groups actively aim to recruit young people
- Recruitment face-to-face and increasingly via social media

#### COUNTER TERRORISM and SECURITY ACT 2015

- The new Counter Terrorism and Security Act 2015 places a legal duty on public bodies (including schools) to 'have due regard to the need to prevent people from being drawn into terrorism.'
- The legal duty is backed by statutory guidance that sets a range of expectations on schools.
- The statutory guidance will be monitored via existing inspection procedures, such as OFSTED

#### EXPECTATIONS OF SCHOOLS

- Teach a balanced and broad curriculum
- Promote fundamental British Values
- Assess the risk of pupils being drawn into terrorism and support for extremism
- Train key staff to give them the knowledge and confidence to identify children at risk
- Protect children from terrorist and extremist material when accessing the internet at school
- Ensure robust safeguarding policies are in place to identify children at risk, intervene and refer pupils as appropriate.

#### SIGNS and RISK FACTORS

- Disclosures, writing, drawings, possessing or accessing extremist materials.

- Expressions of support for terrorism, using extremist narratives and 'us and them' language; justifying the use of violence to solve real or perceived grievances
- Personal crisis: family tensions; sense of isolation; low self-esteem; changes in friendship group, searching for answers to questions about faith, identity or belonging.
- Personal circumstances-migration; local community tensions and events affecting the student/pupil's country or region of origin; a sense of grievance triggered by personal experience of racism or discrimination or aspects of Government policy.

## WHAT HAS THIS GOT TO DO WITH OUR SCHOOL HERE IN CUMBRIA?

### CENTRAL PREMISE

- All children and young people have a fundamental right to be protected from harm
- All children and young people have a right to expect schools to provide a safe and secure environment
- All professionals that work with children, including teachers and other school staff, have a responsibility for keeping them safe
- We must remember "it could happen here"
- Children are best protected by professionals who are clear about what is required of them individually, and collectively

### KEEPING CHILDREN SAFE IN EDUCATION: 2015 (page 12)

- The Counter Terrorism and Security Act 20-15 places a duty on a range of education, childcare and children service providers that in the exercising of their functions they must have due regard to the need to prevent people being drawn into terrorism.
- The Counter Terrorism and Security Act 2015 also places a duty for Channel Panels to in place. The act requires partners (as above but schools and colleges are specifically named as partners) to cooperate with the panel in the discharge of its function in identifying and assessing the extent to which individuals are at risk of being drawn into terrorism and the support provided to those individuals

### EXTREMISM AND RADICALISATION

- It is the school's duty to ensure that all children are safe from a range of views which are Extremist and seek to Radicalise them, therefore:
- School's should have a separate safeguarding policy on this issue
- Schools need to understand potential risk: internal and external
- Use a broad and balanced curriculum not narrow or dismissive

- Schools must challenge extremist views in the same way as you would challenge other discriminatory or prejudicial views.

### **WHAT DOES THIS LOOK LIKE IN SCHOOL?**

- It is the School's duty to ensure that children are safe from a range of views which are extremist and seek to Radicalise them, therefore:
  - Teachers must have the skills and confidence to handle these issues
  - Pupils need to understand schools are a safe place for informed debate
  - Therefore pupils need to be taught the skills to think critically so as to understand and tolerate difference, especially of other faiths or no faith
  - Role of governors needs to be clear-critical friend
  - Role of Designated Safeguarding Lead to include the 'Prevent' remit

### **WHAT SHOULD THE SCHOOL DO?**

- Discuss your concerns with the school's safeguarding lead.
- Know your school's safeguarding child protection procedures
- Know how to recognise and respond to the signs that should cause concern
- Make a referral to Social Care when you have cause to believe that a child has suffered and/or may suffer harm
- Seek advice from social care

### **KEY POINTS**

- Be alert to the possible signs of extremism
- Trust your professional; skills and instincts
- Use existing safeguarding procedures
- Notice: issues of concern
- Check: with other colleagues
- Share: concerns via safeguarding procedures