

# Gwenfro Community Primary School



EIA Assessed

## Tackling Extremism & Preventing Radicalisation

Agreed by the Governing Body: .....

Review date: .....

Signed: .....

Chair of Governors: .....

**This policy should be read with the following policies:**

- **Safeguarding & Child Protection Policy**
- **Equality Policy**
- **Anti-Bullying Policy**
- **Positive Behaviour Management Policy**

## **1. POLICY STATEMENT**

Gwenfro Primary School is fully committed to safeguarding and promoting the welfare of all its pupils. Every member of staff recognises that safeguarding against radicalisation and extremism is no different to safeguarding against any other vulnerability in today's society. The Tackling Extremism and Radicalisation Policy sets out our beliefs, strategies and procedures to protect vulnerable individuals from being radicalised or exposed to extremist views, by identifying who they are and promptly providing them with the support.

### **The Prevent Duty – What to do if you have a concern**

If a member of staff has a concern about a particular person or family your normal school safeguarding procedures should be followed, including discussing the Prevent concern with your designated safeguarding lead in school, and making a referral through to your local authority children's or adult's social care referral teams.

You can also contact your North Wales Police Prevent Officer who can talk to you in confidence about any concerns and help you gain access to support and advice.

## **2. LINKS TO OTHER POLICIES**

Gwenfro Primary School Tackling Extremism and Radicalisation Policy links to the following Gwenfro Primary School policies;

- Child Protection and Safeguarding
- Equality Policy
- Anti-bullying Policy
- Positive Behaviour Management Policy

## **3. AIMS AND PRINCIPLES**

3.1 The Gwenfro School Tackling Extremism and Radicalisation Policy is intended to provide a framework for dealing with issues relating to vulnerability, radicalisation and exposure to extreme views. We recognise that we are well placed to be able to identify safeguarding issues and this policy 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 and extremism are 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 tackling extremism and radicalisation and will follow the policy guidance swiftly when issues arise.

- All pupils will understand the dangers of radicalisation and exposure to extremist views; building resilience against these and knowing what to do if they experience them.
- All parents/carers and pupils will know that the school policies in place to keep pupils safe from harm and that the school regularly reviews its systems to ensure they are appropriate and effective.

3.3 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.

#### **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.
- Day-to-day behaviour becoming increasingly centred 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 other that suggests identification with a group, cause or ideology.
- Using insulting to 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.

## **5. PROCEDURES FOR REFERRALS**

5.1 Although serious incidents involving radicalisation have not occurred at Ysgol Gwenfro to date, it is important for us to be constantly vigilant and remain fully informed about the issues which affect the local area, city and society in which we teach. Staff are reminded to suspend and 'professional disbelief' that instances of radicalisation 'could not happen here' and to be 'professionally inquisitive' where concerns arise, referring 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/or groups. We must have the confidence to challenge, the confidence to intervene and ensure that we have strong safeguarding practices based on the most up-to-date guidance and best practice.

5.3 All members of the Strategic Leadership Team (SLT) are trained as Designated Senior Leaders for Child Protection and Safeguarding and will deal swiftly with any referrals made by staff or with concerns reported by staff. (see appendix 1 – Dealing with referrals).

## **6. GOVERNORS, LEADERS AND STAFF**

6.1 The Head Teacher and all members of the SLT are the leaders for referrals relating to extremism and radicalisation. In the unlikely event that no SLT members and the Head Teacher are available, all staff know the channels by which to make referrals via the safeguarding board in the staffroom.

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 or extremist views.

6.3 The SLT will work in conjunction with the Head Teacher, Pastoral Care Team and external agencies to decide the best course of action to address concerns which arise.

6.4 Prejudicial behaviour can be a factor in radicalisation and extremism. With this in mind, Gwenfro School has updated procedures for dealing with

prejudicial behaviour, as outlined in the Positive Behaviour Policy and Equality Policy.

## **7. THE ROLE OF THE CURRICULUM**

7.1 Our curriculum is broad and balanced. It promotes respect, tolerance and diversity. Children are encouraged to share their views and recognise that they are entitled to have their own different beliefs which should not be used to influence others.

7.2 Our PSHE provision is embedded across the curriculum, including in RMSE. It directs our assemblies 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. (See Appendix 2 – PSHE Curriculum Overview)

7.3 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. VISITORS AND THE USE OF SCHOOL PREMISES**

9.1 If any member of staff wishes to invite a visitor in the school, they must first complete a visitor request form. Only after written agreement from the Head Teacher can the visitor enter school and then they will be subject to Safeguarding Checks including DBS checks and photo identification. Children are NEVER left unsupervised with external visitors, regardless of safeguarding check outcomes.

9.2 Upon arriving at the school, all visitors including contractors, will read the child protection and safeguarding guidance and be made aware of who the DSLs are and how to report any concerns which they may experience.

9.3 If any agreement is made to allow non-school groups or organisations to use the premises, appropriate checks will be made agreeing the contract. Usage will be monitored and in the event of any behaviour not in-keeping with the

Tackling Extremism and 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**

11.1.1 The Gwenfro.School Tackling Extremism and Radicalisation Policy will be reviewed annually as part of the overall Child Protection and Safeguarding policy review.

**Signed** ..... **Chair of Governors**

**Date** .....

## **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 identify, prejudicial behaviour and personal or political grievances.

Where there are concerns of extremism or radicalisation parents, pupils and staff will be encouraged to make use of our internal systems to raise any issue in confidence with senior management.

Our lead person for Prevent is the Designated Safeguarding Lead who would normally be the first point of contact should there be any concerns. The Designated Safeguarding lead will follow the school safeguarding procedure to refer any concerns. Additional advice can be obtained from the North Wales Police Prevent team where necessary.

If for any reason making a referral to the Designated safeguarding lead creates a difficulty for the referrer, they can contact XXXXX (to be determined by the school)

### **What is Channel?**

Channel is a voluntary, confidential early intervention programme which safeguards people identified as vulnerable from being drawn into terrorism. Channel is a multi-agency support programme – not a criminal sanction and it will not affect a person's criminal record. Referrals into Channel can come from anyone who is concerned about a person they know who may be at risk of radicalisation, whether a family member, friend, school leader, colleague or from a wide range of partners.

### **IT policies and Training**

Appropriate filters are in place to protect children from terrorist and extremist material when accessing the internet in school. The ICT Acceptable User Policy prohibits the access or terrorist and extremist material.

Students are given advice and training on how to stay safe online, both in school and outside of school. Teaching staff are aware of the risks posed by online activity of extremist and terrorist groups and any suspicious online activity will be reported to Kate Owen-Jones (Headteacher)

### **Baseline Self Assessment**

You may want to consider carrying out a baseline self-assessment to aid compliance with Prevent duty as a health check for the Senior Leadership Team within school to assess if Prevent has been adopted into schools mainstream processes (e.g. safeguarding training, IT firewalls, hire of premises etc.). Completing a baseline self assessment could also help you to identify gaps and formulate an action plan. For



example Estyn are likely to be looking for evidence of how British values are spread throughout the school. Completion of a baseline assessment can also help you to

- identify opportunities across subjects where these values can be demonstrated
- review schemes of work and highlight topics which broadly reflect the values you are seeking to promote.

Appendix 2

## **NORTH WALES PREVENT TOOLKIT FOR SCHOOLS - REVISED 2018**

### **INTRODUCTION**

#### **Overview**

This toolkit aims to provide ideas, resources and practical approaches to support primary and secondary school practitioners to understand the principles of the Prevent strategy and to implement the Prevent duty as part of a whole school approach. You may also like to refer to the Welsh Government's Document "Respect and Resilience: Developing Community Cohesion" which provides guidance and good practice to support the development of community cohesion and prevent violent extremism in all secondary, pupil referral units, special schools and other educational settings.

#### **The Prevent Duty**

The Prevent duty (as outlined in the Counter-Terrorism and Security Act 2015) is the duty on specified authorities, in the exercise of their functions, to have due regard to the need to prevent people from being drawn into terrorism.

Schools are a named specified authority in the Act and are therefore required to implement the Duty. Other specified authorities include Local Authorities, NHS, Further and Higher Education bodies, probation services and Police Forces in England, Wales and Scotland (The duty does not apply in Northern Ireland).

"Due regard" means placing an appropriate amount of weight on addressing Prevent when considering all the other factors relevant to how you carry out your usual functions.

The Prevent duty is directed at protecting people from all forms of extremism including, but not restricted to, those linked to Far Right/Neo Nazi/White Supremacist ideology, extremist Islamist ideology and extremist Animal Rights movements. In addition to promoting and/or undertaking violent acts the duty includes preventing people from attempting to popularise views which terrorists exploit.

The full UK Government guidance relating to the Prevent Duty can be found here:  
<https://www.gov.uk/government/publications/prevent-duty-guidance>

#### **What does the Prevent Duty mean for schools?**

Essentially Prevent is not about spying on students or intruding unnecessarily into their families. It is a part of the safeguarding process aims to provide support, guidance

and/or diversion to vulnerable people at risk of being groomed into terrorist activities before they are drawn into criminality in the same way that schools need to safeguard young people from neglect, child sexual exploitation, domestic abuse, substance misuse and other forms of harm.

The specific UK Government guidance for schools can be found here:

[www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/439598/prevent-duty-departmental-advice-v6.pdf](http://www.gov.uk/government/uploads/system/uploads/attachment_data/file/439598/prevent-duty-departmental-advice-v6.pdf)

The guidance is set out in terms of four general themes:

### 1. Risk Assessment

- In complying with the duty, as a starting point, schools should demonstrate an awareness and understanding of the risk of radicalisation in their area and school. This means being able to demonstrate both a general understanding of the risks affecting children and young people and a specific understanding of how to identify individual children who may be at risk of radicalisation and what to do to support them. This should be based on an understanding, shared with partners, of the potential risk in the local area.
- Schools will need to demonstrate that they are protecting children and young people from being drawn into terrorism by having robust safeguarding policies in place to identify children at risk, and intervening as appropriate.
- Schools need to understand level of risk in order to identify the most appropriate referral, which could include Channel ( See Document XXX for information on Channel
- Policies should set out clear protocols for ensuring that any visiting speakers are suitable and appropriately supervised

### 2. Working in partnership

The duty builds on existing local partnership arrangements.

- School's Prevent arrangements should take into account the policies and procedures of the Regional Safeguarding Board.
- Schools should have clear procedures in place for protecting children at risk of radicalisation. These procedures may be set out in existing safeguarding policies and/or through developing distinct policies on implementing the Prevent duty.
- Schools should consider how they effectively engage with parents/the family as they are in a key position to spot signs of radicalisation. As part of the duty there is an expectation that schools will assist and advise families who raise concerns and be able to point them to the right support mechanisms. Schools should also discuss any concerns in relation to possible radicalisation with a child's parents in line with the individual school's safeguarding policies and procedures unless they have specific reason to believe that to do so would put the child at risk.

### 3. Staff Training

- The Prevent guidance refers to the importance of Prevent awareness training to equip staff to **identify children at risk** of being drawn into terrorism and to **challenge extremist ideas**. Individual schools are best placed to assess the training needs of staff in the light of their assessment of the risk to pupils at the school of being drawn into terrorism.

- They should know **how and where to refer** children and young people for further help
- As a minimum, however, schools should ensure that the designated safeguarding lead undertakes Prevent awareness training and is able to provide advice and support to staff on protecting children from the risk of radicalisation.

#### 4. IT policies

- Schools should ensure that children are safe from terrorist and extremist material when accessing the internet in schools.

#### 5. Monitoring and review

- Estyn inspection arrangements include inspection against compliance with the Prevent Duty.

**The following pages provide some practical information and resources to help you to meet the Prevent Duty:**

- Guidance for Headteachers
- What is Channel?
- Model School Baseline Assessment Checklist
- Model School Action Plan
- Model School Policy Primary
- Model School Policy Secondary
- Model Briefing note for School Staff
- Model Information for Parents
- Model Presentation for Essential Reading for Governors
- Curriculum materials and resources

#### **Useful Contacts:**

##### **North Wales Police Prevent Team:**

##### **Rhingyll/Sergeant 2204 Richard Rees (PoISa)**

Cydlynnydd Prevent/ Prevent Coordinator  
 Gwasanaethau Lleol Heddlu/Local Policing Services  
 Pencadlys yr Heddlu/Police Headquarters  
 Bae Colwyn/Colwyn Bay  
 Ffon/telephone: 01745 588814 est./ex 88814  
 BB 07768035316  
 Ebost/ email: [richard.rees@nthwales.pnn.police.uk](mailto:richard.rees@nthwales.pnn.police.uk)

##### **Wrexham Council SPOA Team**

Ffon/telephone: 01978 292039/295505  
 Ebost/ email: [SPOAchildren@wrexham.gov.uk](mailto:SPOAchildren@wrexham.gov.uk)

## **Local Authority Designated Officer (LADO) Education Safeguarding**

John Hodgson – Education Support Manager  
Education Social Work Team, Unit 1, Learning Centre, Whitegate Industrial Estate,  
Whitegate Road, Wrexham, LL13 8UG  
Ffon/telephone: 07808787761  
Eboost/ email:John.Hodgson@wrexham.gov.uk

## **Appendix 2 – PSHE Curriculum Overview**

### **Appendix 3 – Additional materials (Available in Staffroom, on school website or by searching online)**

#### **The Prevent Duty : advice for schools and Childcare providers**

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/439598/prevent-duty-departmental-advice-v6.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/439598/prevent-duty-departmental-advice-v6.pdf)

#### **Supplementary guidance: inspecting safeguarding in schools and PRUs (Estyn, 2015)**

<http://www.estyn.gov.wales/document/supplementary-guidance-inspecting-safeguarding-schools-and-prus>

#### **Respect and resilience: Developing community cohesion – a common understanding for schools and their communities (2011)**

[www.gov.wales/docs/dcells/publications/110209respecten.pdf](http://www.gov.wales/docs/dcells/publications/110209respecten.pdf)

#### **Recommended web filtering standards for school in Wales (2015)**

[www.gov.wales/docs/dcells/publications/150629-recommended-web-filtering-standards-en.pdf](http://www.gov.wales/docs/dcells/publications/150629-recommended-web-filtering-standards-en.pdf)

#### **Home Office General Awareness Training**

<https://www.elearning.prevent.homeoffice.gov.uk/edu/screen1.html>

