St Edmundsbury and Ipswich Diocesan Multi Academy Trust

St Mary's Church of England Primary School

Anti-Radicalisation Policy

Adopted: October 2024 Review date: Autumn 2025

INTRODUCTION

Under the Counter Terrorism and Security Act 2015, schools have a duty to have: "…due regard to the need to prevent people from being drawn into terrorism."

The 'Prevent' duty reinforces existing duties placed upon schools for keeping children safe.

The Office for Security & Counter Terrorism works to counter the threat from terrorism and their work is detailed in the counter terrorism strategy CONTEST.
This strategy is based on four areas of work:
• **Pursue -** To stop terrorist attacks
• **Prevent -** To stop people becoming terrorists or supporting terrorism
• **Protect -** To strengthen our protection against a terrorist attack
• **Prepare -** To mitigate the impact of a terrorist attack

Our role, as a school, is primarily related to the 'Prevent' aspect of this strategy.
This policy document sets out the school's aims, principles and strategies for addressing radicalisation and extremism, within the school's vision and aims.

School leaders and staff members take note of the guidance on Prevent in Keeping Children Safe in Education and in the Prevent Duty Guidance (2023):
https://www.gov.uk/government/publications/prevent-duty-guidance

Vision

The school's Child Protection and Safeguarding policies reflect our Christian vision:

"Love one another. As I have loved you, so you must love one another." John 13:34

Unconditional love underpins all we do at St Mary's Church of England Primary School. We value and embrace the individuality of every child as they discover, learn and flourish in a place of security and love. We are an inclusive school, welcoming all children with respect, understanding and dignity. We have a duty of care to the children and will demonstrate the compassion and understanding that allows all children to flourish. In the context of this

policy, this means that we aim to provide a safe and welcoming environment, underpinned by a culture of openness where both children and adults feel secure, are able to raise concerns and believe they are being listened to, and that appropriate action will be taken to keep them safe. We recognise the moral and statutory responsibility placed on all staff to safeguard and promote the welfare of all children.

Aims

At our school we strive to:

- promote a learning partnership between children, parents, teachers and governors;
- enable each child to achieve his/her full potential through a broad, balanced and relevant curriculum;
- encourage each child to develop a sense of self-esteem, self-discipline, personal responsibility and respect for others;
- maintain strong links with the communities in Hadleigh and beyond;
- promote spiritual awareness and respect for all other religions and cultures;
- provide equality of opportunity to all regardless of culture, religion, language and ethnic background (and all other 'protected characteristics' in law);
- provide a stimulating, safe and secure environment, which fosters a sense of pride and ownership in the school;
- provide a broad range of challenges and experiences in order to enhance the confidence, knowledge and skills of our children.

St Mary's C of E Primary School is fully committed to safeguarding and promoting the welfare of all its pupils. As a school we recognise that safeguarding against radicalisation is no different from safeguarding against any other vulnerability. At St Mary's, all staff are expected to uphold and promote the fundamental principles of British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs. Through the strong, consistent promotion of these values, we shall prepare our pupils to be good citizens of the world.

In formulating this policy, the Governors have taken account of the guidance from the Department for Education (DfE), which has called for all public bodies to make explicit their preventative measures to minimise the threat of extremism in their setting.

DEFINITIONS

Extremism is the vocal or active opposition to our fundamental values, including democracy, the rule of law, individual liberty and the mutual respect and tolerance of different faiths and beliefs. This also includes calling for the death of members of the armed forces.
Radicalisation is the process of a person legitimising support for, or use of, terrorist violence.
Terrorism is an action that endangers or causes serious violence to a person/people; causes serious damage to property; or seriously interferes or disrupts an electronic system. The use or threat must be designed to influence the government or to intimidate the public and is made for the purpose of advancing a political, religious or ideological cause.

(Definitions taken from Annex B, Keeping Children Safe in Education, September 2024)

The Local Governing Body has a **zero-tolerance** approach to extremist behaviour for all community members. We rely on our strong values to steer our work and ensure the pastoral care of our pupils protects them from exposure to negative influences.

AIMS AND PRINCIPLES

The main aims of this policy statement 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.

The principle objectives are that:

- Pupils are encouraged to adopt and live out our values. These complement the key "British Values" of tolerance, respect, understanding, compassion and harmonious living.
- Pupils are helped to understand the importance of democracy and freedom of speech, through assemblies and through the elected School Council members.
- Pupils are taught how to keep themselves safe, in school and when using the internet.
- Pupils participate in local community events so that they appreciate and value their neighbours and friends who may not share their background.
- Pupils' wellbeing, confidence and resilience is promoted through our planned curriculum enrichment and enhancement opportunities.
- Pupils are supported in making good choices from a very young age, so they understand the impact and consequences of their actions on others.
- Governors, teachers, teaching assistants and non-teaching staff demonstrate an understanding of what radicalisation and extremism are and why we need to be vigilant in school.

This policy should be read alongside the school's Child Protection, Equalities, Online Safety, Behaviour and Anti-bullying policies.

PROCEDURES FOR REFERRALS

It is important for us to be constantly vigilant and remain fully informed about the issues which affect the region in which we teach. Staff members are reminded to suspend any professional disbelief that instances of radicalisation 'could not happen here' and to refer any concerns through the appropriate channels (via the Designated Safeguarding Lead). As part of induction, all staff members and volunteers are made aware of safeguarding issues and how to make a referral to the Designated Safeguarding Lead (DSL).

This is treated as a safeguarding issue. If staff notice any indicators of extremism, radicalisation or signs that a child or young person may be experiencing a safeguarding issue they should record their concerns and pass it to the DSL without delay. Staff members record concerns on CPOMS (Child Protection Online Management System), an online recording system. Visitors and volunteers may use paper recording forms because a lack of a CPOMS account or familiarity with the system due to less frequent use must not be a barrier to recording and reporting concerns. Any concerns recorded on paper forms will be added to CPOMS by the DSL.

In all cases, staff members are encouraged to:

- NOTICE
- CHECK
- SHARE

It is important to act without delay and to take the issue seriously, like any aspect of safeguarding.

Following internal referrals and recording, the Designated Safeguarding Lead makes a judgement on whether and when to refer to the Local Authority. The Designated Safeguarding Lead may contact the MASH Professional Consultation Line (0345 6061499) to seek advice on making a referral. Referrals to the Local Authority are made using a Prevent Referral Form, available on the Suffolk Safeguarding Partnership website. The referral may lead to a 'Channel' Panel (dependent on assessment by the Multi Agency Safeguarding Hub team and the 'Channel' Practitioner), at which a support package will be agreed.

It is essential that the Designated Safeguarding Lead refers to Customer First following the usual safeguarding procedures if there is an imminent risk of harm to a child as well as referring with the Prevent Form.

THE ROLE OF THE CURRICULUM

Our curriculum promotes respect, tolerance, equality and diversity. These themes are built into the subject maps and 'Big Ideas' of our curriculum (see separate curriculum documentation). This ensures that these 'Big Ideas' are continually referred to and returned to, reinforcing these concepts, developing appropriate language and building empathy, openness and confidence in approaching difficult subjects. Children are encouraged to express themselves through discussions, debates and consultations. The RE, PSHE (Personal, Social and Health Education), Citizenship and SMSC (Spiritual, Moral, Social and Cultural) provision is embedded across the curriculum, and underpins the ethos of the school. Children learn about other faiths and visit places of worship and are taught about how to stay safe when using the Internet. Above all, we ensure that the curriculum is broad and balanced, including opportunities to learn about the wider world. Through certificates and our behaviour points system, we reward pupils for demonstrating caring attitudes and the school's Christian values in their daily lives.

EXPOSURE TO EXTREMISM

Radicalisers create and take advantage of **permissive environments** to promote or condone violence and to spread poisonous ideologies that undermine our values and society. One way that Prevent seeks to tackle the ideological causes of terrorism is by limiting exposure to radicalising narratives, both online and offline, and to create an environment where radicalising ideologies are challenged and are not permitted to flourish. Therefore, staff members are expected to **challenge** and **report** any extremist views or ideologies expressed by pupils or adults in school. This will ensure that radicalisers know that extremism will not be tolerated.

Extremist speakers and events are prohibited from St Mary's C of E Primary School. For example, the school reserves the right to refuse to hire the hall to extremist speakers. Visiting speakers must be supervised by staff members, who would be expected to intervene if the visitor was expressing extreme views or seeking to radicalise pupils.

The school manages access to extremist material on-line by:

- using sufficient filtering and monitoring systems to minimise the risk (the school uses Smoothwall software, which generates regular reports for the Designated Safeguarding Lead);
- educating the pupils in using the internet safely;
- ensuring pupils know how to report material that is unsuitable.

TRAINING

Through staff meetings and training opportunities in school, we will ensure that our staff and governors are fully aware of the threats, risks and vulnerabilities that are linked to radicalisation. **All staff members** will be made aware of the process of radicalisation and

how this might be identified early on. Whenever staff members undertake training on safeguarding or hold relevant discussions, we shall take the opportunity to remind staff members of the vulnerabilities and issues that relate to radicalisation. Regular safeguarding updates (e.g. via email or staff briefings) will include reminders about extremism and radicalisation.

EARLY INTERVENTION

Staff members are made aware of the emotional and external factors that can lead a pupil to be vulnerable to radicalisation. For example, pupils may be vulnerable if:

- they are socially isolated;
- they have been rejected by, or come into conflict with, a social, faith or peer group;
- they have been victims of bullying;
- they have low self-esteem;
- they lack positive role models;
- they have suffered traumatic events (or they are affected by global, national or personal crises);
- they have unmet aspirations;
- they are the victims of discrimination;
- they are undergoing a crisis of identity or 'direction';
- they are suffering from poverty or social exclusion.

At St Mary's C of E Primary School, we place great emphasis on pupils' pastoral care and effective communication with families. We have internal referral systems for our Pastoral Support Worker, who intervenes directly with pupils and families, providing one-to-one, small social group and nurture group support. We also support pupils through the Thrive programme, counselling services and other appropriate programmes. Staff members may use 'buddy' systems to support vulnerable pupils. Staff members and 'play leaders' are vigilant at break times, providing support for pupils who appear isolated. Through these strategies, we seek to tackle the 'vulnerabilities' described above **before** the radicalisation process begins.

IDENTIFICATION

Staff members are made aware of the 'symptoms' of radicalisation and extremism. Any of these 'symptoms' may be innocent in isolation. However, when more than one symptom is evident, staff members will consider whether radicalisation is occurring and refer this to the senior Designated Person for Safeguarding. Examples of 'symptoms' include:

- writing / graffiti / drawings / verbal expressions of extremist views;
- increased contact with extremist recruiters or others suspected of extremism;
- a lack of tolerance towards particular groups in society;
- involvement in prejudice-related incidents;
- using extremist symbols / language / narratives;
- a change of views / opinions / beliefs (perhaps under the influence of another individual or a new source of information);
- significant changes in appearance or behaviour;
- questioning previous held values or beliefs;
- changing patterns of behaviour or unexplained new routines (this may be linked to attendance issues);
- loss of interest in friends / activities not associated with the extremist ideology, group or cause;
- possessing or accessing extremist materials or symbols, including through social networking;
- speaking in a 'scripted' fashion as if repeating learned messages;
- attempting to recruit others to a cause or ideology.

This list is not exhaustive. However, these behaviours or 'symptoms' may be indicators of radicalisation, especially if more than one of these 'symptoms' is identified at the same time. In such cases where possible radicalisation has been identified, staff members will refer to the Designated Safeguarding Lead and report it as with any other safeguarding concern.

POLICY REVIEW

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