Policy & Procedure

Thornton Primary School

Extremism Policy Statement 2024- 25

This policy was agreed by the Governing Body of Thornton Primary School in Autumn 2024 **and will be reviewed again in Autumn 2025**

Signed: _____ Chair of Governors   Date: _____

Radicalisation, Extremism and Prevent Policy Statement

Thornton 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. 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.

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:

- All Staff and Governors will have an understanding of what radicalisation and extremism are and why we need to be vigilant in school.
- All Staff and Governors will know what the school policy is on anti-radicalisation and extremism and will follow the policy when issues arise.
- All parents and pupils will know that the school has policies in place to keep pupils safe from harm and that the school regularly reviews its systems to ensure they are appropriate and effective.

Definitions and Indicators

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. Extremism is defined as the holding of extreme political or religious views.

Assessing the risk of pupils being drawn into terrorism
We **assess the risk** of any of our pupils being drawn into terrorism. Our reflections should be based on our local environment: are pupils likely to be exposed to terrorist ideology, including extremist ideas, beyond the school gates?
We recognise the need to protect children from being drawn into terrorism and this policy will be implemented to help identify children at risk, and to intervene as appropriate. School leaders will consider the level of risk to identify the most appropriate referral.
If any member of staff feels that a pupil is vulnerable to terrorism or extremism, they should inform the Head teacher immediately. The Head will seek advice from the Leicestershire Prevent Co-ordinator (prevent@stphillipscentre.co.uk).

Procedures for referrals

Although serious incidents involving radicalisation have not occurred at Thornton Primary School to date, it is important for us to be constantly vigilant and remain fully informed about any issues which affect the region in which we teach. Staff are reminded to suspend any professional disbelief that instances of radicalisation 'could not happen here' and to refer any concerns through the appropriate channels (currently via the Designated Safeguarding Lead/Headteacher).

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.

The Designated Safeguarding Lead will deal swiftly with any referrals made by staff or with concerns reported by staff.

The Designated Safeguarding Lead will discuss the most appropriate course of action on a case-by-case basis and will decide when a referral to external agencies is needed.

The Role of the Curriculum

Our curriculum promotes respect, tolerance and diversity. We are committed to ensuring that our pupils are offered a broad and balanced curriculum that aims to prepare them for life in modern Britain. 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. Our 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. Teaching the schools' core values alongside the fundamental British values supports quality teaching and learning, whilst making a positive contribution to the development of a fair, just and civil society. 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.

Role of the Governing Body

The Governing Body of our School will undertake appropriate training to ensure that they are clear about their role and the parameters of their responsibilities as Governors, including their statutory safeguarding duties. The Governing Body will support the ethos and values of our school and will support the school in tackling extremism and radicalisation.

Recruitment

The arrangements for recruiting all staff, permanent and volunteers, to our school will follow our guidance for safer recruitment best practice in education settings, including, but not limited to, ensuring that DBS checks are always made at the appropriate level, that references are always received and checked and that we complete and maintain a single central record of such vetting checks. We will apply safer recruitment best practice principles and sound employment practice in general and in doing so will deny opportunities for inappropriate recruitment or advancement. We will be alert to the possibility that persons may seek to gain positions within our school so as to unduly

influence our schools character and ethos. We are aware that such persons seek to limit the opportunities for our pupils thereby rendering them vulnerable to extremist views and radicalisation as a consequence. Therefore, by adhering to safer recruitment best practice techniques and by ensuring that there is an ongoing culture of vigilance within our school and staff team we will minimise the opportunities for extremist views to prevail.

Staff Training

Through Safeguarding training and 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.

Raising Concerns

Any colleague with concerns will speak to the Designated Safeguarding Lead. The concern will be logged and a timeline started.

Monitoring

The School's nominated safeguarding governor will monitor the implementation of this policy, using the following questions:
These questions should form part of a focused safeguarding visit.
1. Do local governors understand their duties to prevent young people from being drawn to terrorism?
2. Has the school assessed the risk of pupils being drawn into terrorism?
3. Does the school safeguarding and child protection policy specify how the school will identify pupils at risk, appropriate interventions, and where help can be accessed?
4. Does the school have a whistleblowing policy that is known to all staff? Where there are concerns of extremism or radicalisation of pupils in the school, through a narrowing of the curriculum, a failure to challenge extremist views and failure to promote British values staff should be encouraged to whistle blow or raise any issue in confidence.
5. Does the school behaviour policy make reference to prejudice, discrimination or extremist views, including derogatory language, displayed by pupils as unacceptable?
6. How does the school provide a broad and balanced curriculum so that pupils are enriched, understand and become tolerant of difference and diversity and also to ensure that they thrive, feel valued and not marginalised?
7. Does the e-safety policy and practice ensure there are adequate filters in place to stop pupils from accessing inappropriate materials online?
8. Have staff been trained in the Prevent strategy? Do staff have the knowledge and confidence to identify children who are at risk? Are they able to challenge extremist ideas used to legitimise terrorism? Do all staff know who to refer concerns to?
9. How does the school ensure that external agencies, visits or speakers used to enrich the experiences of pupils are vetted to ensure their message is consistent with the school's values and ethos?
10. To what extent do pupils understand, respond to and calculate risk associated with radicalisation and extremism and are aware of the support available to them? (These questions could be asked to pupils in an age appropriate way)

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Risk Assessment

Safeguarding pupils who are vulnerable to extremism and radicalisation
Our school recognises the duties placed on us by the Counter Terrorism Bill (July 2015) to prevent our pupils being drawn into terrorism.
These include:
- Assessing the risk of pupils being drawn into terrorism
- Working in partnership with relevant agencies (including making referrals) under the Safeguarding Children Partnership procedures
- Appropriate staff training
- Appropriate online filtering

Our school is committed to actively promoting the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs. The pupils are encouraged to develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain.

There is a current threat from terrorism in the UK and this can include the exploitation of vulnerable young people, aiming to involve them in terrorism or to be active in supporting terrorism.

Our school seeks to protect children and young people against the messages of all violent extremism including but not restricted to those linked to Islamist Ideology, Far Right / Neo Nazi / White Supremacist ideology etc. Concerns should be referred to the Designated Safeguarding Lead who has local contact details for the Prevent Engagement Team (Police) and Channel referrals. They will also consider whether circumstances require Police to be contacted urgently.

Radicalisation and Extremism Risk Assessment
Thornton Primary School

	Yes/No	Evidence
Does the school have a policy?	Yes	School website
Does the school work with outside agencies on radicalisation and extremism e.g. Channel?	Yes	If required

Have staff received appropriate training?	Yes	Evidence of certificates. All training is refreshed annually during the Autumn Term
Has the school got a trained Prevent lead?	Yes	Sarah Acton/Joshua Simpson
Do staff know who to discuss concerns with? (DSL)	Yes	Staffroom wall/policy
Is suitable filtering of the internet in place?	Yes	Maintained by Wave 9 & SENSO
Do children know who to talk to about their concerns?	Yes	Class Teacher/Pastoral Team
Are there opportunities for children to learn about radicalisation and extremism?	Yes	Part of PSHE curriculum
Have any cases been reported?	N	
Are individual pupils risk assessed?		Where applicable
What factors make the school community potentially vulnerable to being radicalised? (e.g. EDL local base, extreme religious views promoted locally, tensions between local communities, promotion of radical websites by some pupils/parents)		Low possibility of right wing extremism. Possible tension between local communities.

Comment on the school's community, locality and relevant history

Risk evaluation	**Low** **Medium** **High**	

Date completed September 2024   Signed   [signature]