

ROCKLAND ST MARY AND SURLINGHAM PRIMARY SCHOOL

WHOLE SCHOOL POLICY FOR THE PREVENTION OF EXTREMISM AND RADICALISATION

Date Approved by Governors	
Review Date	
Head Teacher Responsible for Implementation & Monitoring	Mrs J. Humphrey

The Rockland St Mary and Surlingham Primary Schools

Policy Consultation & Review

This policy is available on our school website and is available on request from the school office. The policy is provided to all staff and should be read in conjunction with the safeguarding and child protection policy, equality policy, anti-bullying policy, e-safety policy, staff code of conduct, whistle blowing policy and attendance policy. In addition, at induction, all staff are provided with Part One of the statutory guidance [‘Keeping Children Safe in Education’](#), DfE (2018), Staff Code of Conduct, behavior policy and the safeguarding response to those pupils who are missing from education.

We recognise the expertise our staff build by undertaking safeguarding training and managing safeguarding concerns on a daily basis and we therefore invite staff to contribute to and shape this policy and associated safeguarding arrangements.

This policy will be reviewed in full by the Governing Body on an annual basis. This policy was last reviewed and agreed by the Governing Body in February 2018. It is due for review in **September** 2019.

Signature _____ Headteacher _____ Date: _____

Signature _____ Chair of Governors _____ Date: _____

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1. PURPOSE & AIMS

1.1 Rockland St Mary and Surlingham Primary Schools are fully committed to safeguarding and promoting the welfare of all its pupils. We recognise that safeguarding against radicalisation and extremism is no different to safeguarding against any other vulnerability in today's society.

1.2 Our schools fully recognise the contribution they can make to promoting the welfare of children and protecting them from harm. This policy sets out our strategies and procedures to protect vulnerable pupils from being radicalised or exposed to extremist views. The elements of our policy are prevention, protection and support.

1.3 At Rockland St Mary and Surlingham Primary School, we will ensure that:

- All staff, volunteers and governors, have an understanding of what radicalisation and extremism is and why we need to be vigilant in school.
- Through training, staff, volunteers and governors will know what the school policy is on tackling extremism and radicalisation and how to respond when concerns arise.
- Through our curriculum, we will promote the spiritual, moral, social and cultural development of pupils.
- Parents/carers and pupils will know that the school has policies in place to keep pupils safe from harm and that the school regularly reviews these systems to ensure they are appropriate and effective.

1.4 This policy applies to all pupils, staff, parents, governors, volunteers and visitors.

1.5 A glossary of related terms and indicators of vulnerability to extremism can be found in Appendices 1 & 2 of this policy.

2. ROLES AND RESPONSIBILITIES

2.1 It is the responsibility of *every* member of staff, volunteer and regular visitor to our schools to ensure that they carry out the requirements of this policy and, at all times, work in a way that will safeguard and promote the welfare of all of the pupils at our schools.

2.2 The Governing Bodies of Rockland St Mary and Surlingham Primary Schools are accountable for ensuring the effectiveness of this policy and our compliance with it. The Governing Body will ensure that:

- This policy is reviewed annually alongside our Safeguarding & Child Protection Policy.
- All staff undertake appropriate training that equips them with the skills to identify and respond appropriately to concerns regarding extremism and radicalisation.
- The Headteacher and Designated Safeguarding Leads will assess the risk of pupils being drawn into extremist views. The risk assessment may include consideration of the school's curriculum, the use of school premises by external agencies and any other local issues relating to the school community.
- A broad curriculum is in place to deliver the spiritual, moral, social and cultural development of pupils.
- Appropriate safeguarding arrangements are in place by working in partnership with other agencies and communities as required.
- There are systems in place for keeping pupils safe from extremist material when accessing the internet in our school by using effective filtering and usage policies.

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2.3 The Designated Safeguarding Leads (DSL) will carry out their role in accordance with the responsibilities outlined in Annex B of 'Keeping Children Safe in Education'. As part of this responsibility, the DSL will act as the point of contact within our school for any concerns relating to radicalisation and extremism.

2.4 The DSLs at Rockland St Mary and Surlingham Primary School will make referrals in accordance with Norfolk Channel procedures to the MASH Team where appropriate and will represent our school at Channel meetings as required.

2.5 The DSL is responsible for ensuring that all staff members and volunteers are aware of our policy and the procedures they need to follow. They will ensure that all staff have received appropriate training.

3.1 It is the responsibility of every member of staff, volunteer and regular visitor to our school to ensure that they carry out the requirements of this policy and, at all times, work in a way that will safeguard and promote

Role	Name	Contact details
Designated Safeguarding Lead (DSL)	Mrs Vickie Bayliss Mrs Helen Norris Mrs Zoe Marsden	Surlingham Primary School Rockland St Mary Primary Rockland St Mary Primary
Deputy DSL	Mrs Julia Humphrey	Surlingham Primary School and Rockland St Mary Primary
Headteacher	Mrs Julia Humphrey	Surlingham Primary School and Rockland St Mary Primary
Named Safeguarding Governor	Mr Paul Sanford	psanford4frr@nsix.org.uk
Chair of Governors	Mrs Louise Cornell	lcornell62rq@nsix.org.uk

the welfare of all of the pupils at this school. This includes the responsibility to provide a safe environment in which children can learn.

3. TRAINING

3.1 Through training, we will ensure that all of our staff are made fully aware of the threats, risks and vulnerabilities that are linked to radicalisation. Staff will be able to identify children at risk of being drawn into extremism and develop the confidence to challenge extremist ideas. All staff will understand how we can provide support to ensure that our pupils are resilient and supported to resist involvement in radical or extreme activities.

3.2 Our governing body will also undertake appropriate training to ensure they are able to carry out their duty to safeguard all of the children at our school.

4. THE ROLE OF THE CURRICULUM

4.1 At Rockland St Mary and Surlingham Primary Schools we will provide pupils with a broad and balanced curriculum and promote the spiritual, moral, social and cultural (SMSC) development of our pupils. Pupils will be encouraged to regard people of all faiths, races and cultures with respect and tolerance.

4.2 Through our curriculum we will aim to:

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- Enable students to develop their self-knowledge, self-esteem and self-confidence;
- Enable students to distinguish right from wrong and to respect the civil and criminal law of England;
- Encourage students to accept responsibility for their behaviour, show initiative, and to understand how they can contribute positively to the lives of those living and working in the locality of the school and to society more widely;
- Enable students to acquire a broad general knowledge of and respect for public institutions and services in England;
- Further tolerance and harmony between different cultural traditions by enabling students to acquire an appreciation of and respect for their own and other cultures;
- Encourage respect for other people; and
- Encourage respect for democracy and support for participation in the democratic processes, including respect for the basis on which the law is made and applied in England.

4.3 Throughout our curriculum we will provide activities and opportunities for children to develop the skills they need to identify risks and stay safe. This will also be extended to include material that will encourage our children to develop essential life skills. Elements of safeguarding are addressed through both our curriculum and other provision, including E-safety, PSHE, SRE, Assemblies, Forest School, PE, Technology, School visits, Extra Curricular activities, and visitors to school.

5. VISITORS AND USE OF SCHOOL PREMISES

5.1 At Rockland St Mary and Surlingham Primary Schools we recognise the role that external agencies and speakers can play in enhancing the learning experiences of our pupils. Where we use external agencies and individuals in this way, we will positively vet them to ensure that their messages are consistent with, and not in opposition to, the school's values and ethos.

5.2 Our school will assess the suitability and effectiveness of input from external agencies or individuals to ensure that:

- Any messages communicated to pupils are consistent with the ethos of the school and do not marginalise any communities, groups or individuals;
- Any messages do not seek to glorify criminal activity or violent extremism or seek to radicalise pupils through extreme or narrow views of faith, religion or culture or other ideologies;
- Activities are properly embedded in the curriculum and clearly mapped to schemes of work to avoid contradictory messages or duplication;
- Activities are matched to the needs of pupils;
- Activities are carefully evaluated by schools to ensure that they are effective.

5.3 Any guest speakers or external agencies will be provided with a copy of our safeguarding procedures on arrival at the school and will be appropriately supervised at all times.

5.4 When an agreement is made to allow non-school groups or organisations to use the school premises, appropriate checks will be made before 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 arrangement.

6. PROCEDURES FOR MANAGING CONCERNS

6.1 Rockland St Mary and Surlingham Primary Schools adhere to the procedures that have been agreed locally through the Norfolk Children's Safeguarding Board for safeguarding individuals vulnerable to extremism and radicalisation. Please also refer to our Safeguarding & Child Protection Policy for further information about our

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wider safeguarding responsibilities.

6.2 We recognise that staff at our school play a particularly important role as they are in a position to identify concerns early and provide help for children to prevent concerns from escalating. **All staff are advised to maintain an attitude of 'it could happen here' where safeguarding is concerned and this includes vulnerability to radicalisation.**

6.3 At all times we will work in partnership and endeavour to establish effective working relationships with parents, carers and colleagues from other agencies in line with Working Together to Safeguard Children (2018).

6.4 The Designated Safeguarding Lead (DSL) should be used as a first point of contact any safeguarding concerns in our school. Any member of staff or visitor to the school who receives a disclosure of or suspects that a child is at risk of radicalisation must report it immediately to the DSL or, if unavailable, to the alternate designated person. In the absence of either of the above, the matter should be brought to the attention of the most senior member of staff.

6.5 Following receipt of any information raising concern about vulnerability to radicalisation, the DSL will consider what action to take and will follow the Norfolk Channel procedures by making a referral via the MASH as required. All information and actions taken, including the reasons for any decisions made, will be fully documented.

6.6 All Channel referrals will be made using the referral form that can be found at Appendix 5.

6.7 If an allegation is made or information is received about an adult who works in our setting which indicates that they may be unsuitable to work with children because of concerns relating to extremism and radicalisation, the member of staff receiving the information should inform the Headteacher or Chair of Governors immediately in line with the procedures outlined in our Safeguarding Policy and the Whistleblowing Policy.

7. OTHER RELEVANT POLICIES

7.1 To underpin the values and ethos of our school and our intent to ensure that pupils at our school are appropriately safeguarded, the following policies should be read in conjunction with this policy:

- Staff Code of Conduct
- Preventing Extremism & Radicalisation Policy
- Anti-Bullying
- Positive handling and managing behaviour
- Recruitment & Selection
- Whistle-blowing
- Attendance
- E-safety
- Health and Safety including site security
- Harassment and discrimination including racial abuse
- Meeting the needs of pupils with medical conditions
- Intimate Care
- First aid
- Educational visits including overnight stays

8. STATUTORY FRAMEWORK

This policy has been devised in accordance with the following legislation and guidance:

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- 'Working Together to Safeguard Children', DfE (2018)
- '[Keeping Children Safe in Education](#)', DfE (2018)
- [Norfolk Safeguarding Children Board](#) procedures
- [Norfolk Safeguarding Children Board Protocol : Allegations Against Persons who Work with Children](#)
- [Guidance for Safer Working Practices for Adults who work with Children and Young People in Education Settings](#) (October 2015).
- '[What to do if you're worried a child is being abused](#)', DfE (March 2015)
- '[Information Sharing: Advice for practitioners](#)', DfE (March 2015)
- '[The Prevent duty: Departmental advice for schools and childcare providers](#)', DfE (2015)
- '[Mandatory Reporting of Female Genital Mutilation - procedural information](#)', Home Office (October 2015)

APPENDIX 1

Glossary of Terms

British values in relation to Prevent are defined as including:

- democracy
- rule of law
- individual liberty
- mutual respect and tolerance for those with different faiths.

Counter-radicalisation usually refers to activity aimed at a group of people intended to dissuade them from engaging in terrorism-related activity.

Deconfliction is the process of determining when law enforcement personnel are conducting an event in close proximity to one another at the same time.

De-radicalisation usually refers to activity aimed at a person who supports terrorism and in some cases has engaged in terrorist related activity, which is intended to effect cognitive and/or behavioural change leading to a new outlook on terrorism and/or disengagement from it.

Extremism 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. Included in this definition of extremism are calls for the death of members of our armed forces, whether in this country or overseas.

Ideology is a set of beliefs. An **ideologue** is a proponent as well as an adherent of an ideology.

Insurgent refers to an individual who fights against a government or an occupying force with the aim of overthrowing it.

Interventions in *Prevent* are projects intended to divert people who are being drawn into terrorist activity. Interventions can include mentoring, counselling, theological support, encouraging civic engagement, developing support networks (family and peer structures) or providing mainstream services (education, employment, health, finance or housing).

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Islamism is a philosophy which, in the broadest sense, promotes the application of Islamic values to modern government. There are no commonly agreed definitions of 'Islamism' and 'Islamist', and groups or individuals described as Islamist often have very different aims and views about how those aims might be realised. Some militant Islamists would endorse violence or terrorism to achieve their aims: many Islamists do not. **Prevention** in the context of this document means reducing or eliminating the risk of individuals becoming involved in terrorism. *Prevent* involves the identification and referral of those susceptible to extremism into appropriate interventions. These interventions aim to divert the susceptible from embarking down the path to radicalisation.

Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism leading to terrorism.

A **radicaliser** is an individual who encourages others to develop or adopt beliefs and views supportive of terrorism and forms of extremism leading to terrorism.

Radicalising materials include literature or videos that are used by radicalisers to encourage or reinforce individuals to adopt a violent ideology. Some of this material may explicitly encourage violence. Other materials may take no avowed position on violence but make claims to which violence is subsequently presented as the only solution.

Terrorism The current UK definition of terrorism is given in the Terrorism Act 2000 (TACT 2000). In summary this defines terrorism as 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.

Vulnerability describes the condition of being capable of being injured; difficult to defend; open to moral or ideological attack. Within Prevent, the word describes factors and characteristics associated with being susceptible to radicalisation.

APPENDIX 2

Vulnerability Checklist

There is no such thing as a “typical extremist”: those who become involved in extremist actions come from a range of backgrounds and experiences, and most individuals, even those who hold radical views, do not become involved in violent extremist activity.

Pupils may become susceptible to radicalisation through a range of social, personal and environmental factors. It is vital that school staff are able to recognise those vulnerabilities. However, this list is not exhaustive, nor does it mean that all young people experiencing the above are at risk of radicalisation for the purposes of violent extremism.

Factors which may make pupils more vulnerable may include:

- **Identity Crisis:** the pupil is distanced from their cultural/religious heritage and experiences discomfort about their place in society.
- **Personal Crisis:** the pupil may be experiencing family tensions; a sense of isolation; low self-esteem; they may have dissociated from their existing friendship group and become involved with a new and different group of friends; they may be searching for answers to questions about identity, faith and belonging.
- **Personal Circumstances:** migration; local community tensions and events affecting the pupil’s country or region of origin may contribute to a sense of grievance that is triggered by personal experience of racism or discrimination or aspects of Government policy.
- **Unmet Aspirations:** the pupil may have perceptions of injustice; a feeling of failure; rejection of civic life.
- **Experiences of Criminality:** involvement with criminal groups, imprisonment, poor resettlement or reintegration.

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- **Special Educational Need:** pupils may experience difficulties with social interaction, empathy with others, understanding the consequences of their actions and awareness of the motivations of others. Pupils who are vulnerable to radicalisation may also be experiencing:

- Substance and alcohol misuse
- Peer pressure
- Influence from older people or via the Internet
- Bullying
- Domestic violence
- Race/hate crime

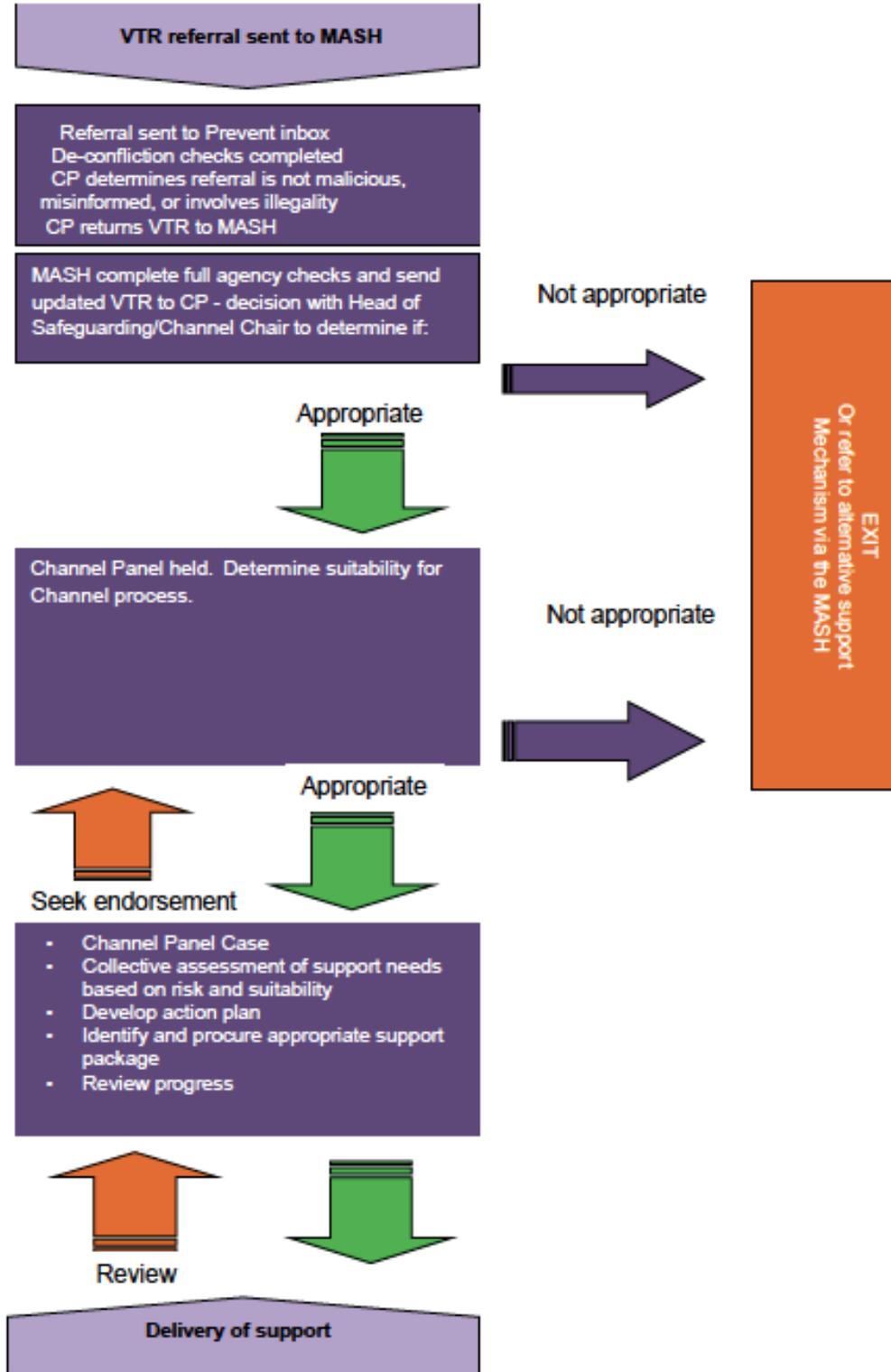
Behaviours which may indicate a child is at risk of being radicalised or exposed to extremist views could include:

- Being in contact with extremist recruiters and/or spending increasing time in the company of other suspected extremists;
- Loss of interest in other friends and activities not associated with the extremist ideology, group or cause;
- Pupils accessing extremist material online, including through social networking sites;
- Possessing or accessing materials or symbols associated with an extremist cause;
- Using extremist narratives and a global ideology to explain personal disadvantage;
- Pupils voicing opinions drawn from extremist ideologies and narratives, this may include justifying the use of violence to solve societal issues;
- Graffiti symbols, writing or art work promoting extremist messages or images;
- Significant changes to appearance and/or behaviour increasingly centred on an extremist ideology, group or cause;
- Changing their style of dress or personal appearance to accord with the group;
- Attempts to recruit others to the group/cause;
- 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.
- Parental reports of changes in behaviour, friendship or actions and requests for assistance;
- Partner schools, local authority services, and police reports of issues affecting pupils in other schools.

APPENDIX 3

Prevent Referral Flowchart

Appendix B Prevent referral flowchart



APPENDIX 4

Prevent Risk Assessment

APPENDIX 5

Person Vulnerable to Radicalisation (VTR) Referral Form

Section 1: Person referring to complete (please expand boxes as required)	
Subject's full Name (include all known inc alias/maiden if relevant)	
Date and place of birth	
Full Address	
Spouse/Partner/Parents' names/D.O.B	
Children/Siblings names/D.O.B	

Reason for Referral

Background and risk issues - Page 4 offers guidance notes (include chronology if known)
Faith / Ideology

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Personal / emotional & Social	
Risk / Protective factors	
Referrers full name, role, contact details & date submitted.	Date:

Once completed, email to Norfolk Multi Agency Safeguarding Hub:
mash.mast@norfolk.pnn.police.uk

Section 2: MASH forward to
Special Branch by e-mail SpecialBranchFIMU@norfolk.pnn.police.uk
 Deconfliction checks completed by SB, form then returned to MASH

MASH complete agency checks

This process must only take place after SB deconfliction checks – then return to Special Branch

MASH system checks (please expand boxes as required)

Police inc. CIS, PNC, PND <input type="checkbox"/>	
Adult Services <input type="checkbox"/>	
Children's Services <input type="checkbox"/>	
Education <input type="checkbox"/>	

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General Health <input type="checkbox"/>	
Mental Health <input type="checkbox"/>	
Other (please state)	
Completed by:	Date/time:

Send to Special Branch by e-mail: SpecialBranchFIMU@norfolk.pnn.police.uk

Section 3: Norfolk Special Branch to complete

SPOE to enter on to FIMU sheet then email to Prevent lead/deputy	SPOE: Sent to: Date: Time:
Deconfliction checks by Prevent lead/deputy (local/Nat NSBIS, DTU, CMIS)	Conflict <input type="checkbox"/> If yes, stop, back to SPOE; No conflict <input type="checkbox"/> If no, proceed to next point; Prevent assessment by:.....
Suitable for CHANNEL support:	YES <input type="checkbox"/> If yes, individual needs entering on CMIS at this point. NO <input type="checkbox"/>
Reasons	
If No, is there an apparent vulnerability to radicalisation to manage outside of CHANNEL through Prevent Case Management?	YES <input type="checkbox"/> NO <input type="checkbox"/>

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If No, is there another safeguarding issue apparent but no signs of a vulnerability to radicalisation?	YES <input type="checkbox"/> Raise this with a MASH supervisor, agree outcome and refer back to MASH by email as necessary. NO <input type="checkbox"/> Decision to close referral made by: _____ <div style="text-align: right;">Date/Time</div> Detail where rationale is recorded: _____
Referrer notified of outcome	By: _____ Date/Time: _____
Guidance notes for completing this referral form	

This form is to help you refer concerns about an individual who may be vulnerable to being drawn into terrorism. Below are questions which may help you to quantify and structure your concerns. The list is not exhaustive and other factors may be present but they are intended

as a guide to help communicate your professional judgement about what has led you to make this referral.

Faith / ideology

Are they new to a particular faith / faith strand?

Do they seem to have naïve or narrow religious or political views?

Have there been sudden changes in their observance, behaviour, interaction or attendance at their place of worship / organised meeting?

Have there been specific examples or is there an undertone of “ Them and Us “ language or violent rhetoric being used or behaviour occurring?

Is there evidence of increasing association with a closed tight knit group of individuals / known recruiters / extremists / restricted events?

Are there particular grievances either personal or global that appear to be unresolved / festering?

Has there been an increase in unusual travel abroad without satisfactory explanation?

Personal / emotional / social issues

Is there conflict with their families regarding religious beliefs / lifestyle choices?

Is there evidence of cultural anxiety and / or isolation linked to insularity / lack of integration?

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Is there evidence of increasing isolation from family, friends or groups towards a smaller group of individuals or a known location?

Is there history in petty criminality and / or unusual hedonistic behaviour (alcohol/drug use, casual sexual relationships, and addictive behaviours)?

Have they got / had extremist propaganda materials (DVD's, CD's, leaflets etc.) in their possession?

Do they associate with negative / criminal peers or known groups of concern?

Are there concerns regarding their emotional stability and or mental health?

Is there evidence of participation in survivalist / combat simulation activities, e.g. paint balling?

Risk / Protective Factors

What are the specific factors which are contributing towards making the individual more vulnerable to radicalisation? E.g; mental health, language barriers, cultural anxiety, impressionability, criminality, specific grievance, transitional period in life etc.

Is there any evidence of others targeting or exploiting these vulnerabilities or risks?

What factors are already in place or could be developed to firm up support for the individual or help them increase their resilience to negative influences? E.g. positive family ties, employment, mentor / agency input etc.