Tackling Extremism & Radicalisation Policy 2025-27

Our vision: Working together and aiming for excellence, by preparing our children to become independent life-long learners, who are curious to know their future self.

Tackling Extremism & Radicalisation

This policy should be read with the following policies;
- ❖ *Child Protection Policy*
- ❖ *Equality Policy*
- ❖ *Anti-Bullying Policy*
- ❖ *Positive Behaviour Policy*
- ❖ *E-Safety Policy*
- ❖ *PREVENT Duty DfE 2015*
- ❖ *Keeping Children Safe in Education DfE 2016*
- ❖ *Working Together to Safeguard Children HM Gov 2015*

Sileby Redlands 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 support.

Aims and Principles

The Sileby Redlands Primary 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.

The objectives are that:
- All advisory board members, 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 advisory board members, 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 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.

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.

Definitions and Indicators

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. Calls for the death of members of British armed forces is also included in this definition.

Terrorism is 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. An ideology is a set of beliefs.

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

Islamism is a philosophy which, in the broadest sense, promotes the application of Islamic values to modern government.

Right Wing Extremism has roots in nationalism and racism with the concept that ethnic affiliation to a nation or race is of greater importance than civil or human rights.

Left Wing Extremism is opposed to social order and capitalist values.

Animal Rights Extremism is opposed to the use of animals in experiments or methods of animal husbandry.

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 amounts of 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 others 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

Procedures for Referrals

Although serious incidents involving radicalisation have not occurred at Sileby Redlands Primary School 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 any '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)

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.

All members of the Senior Leadership Team (SLT) are trained as Designated Senior Leads for Child Protection and Safeguarding and will deal swiftly with any referrals made by staff or with concerns reported by staff. The Head Teacher/SLT will discuss the most appropriate course of action on a case-by-case basis and will decide when a referral is needed (see appendix 1 – Dealing with referrals).

As with any child protection referral, staff must be made aware that if they do not agree with a decision not to refer, they can make the referral themselves and will be given the contact details to do this via the safeguarding board in the staffroom and through whole school safeguarding training.

Advisory Board Members, Leaders and Staff

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 not available, all staff know the channels by which to make referrals via the safeguarding board in the staffroom and through whole school safeguarding training.

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.

The SLT will work in conjunction with the Headteacher, SENDCo and external agencies to decide the best course of action to address concerns which arise.

The Role of the Curriculum

Our curriculum is "broad and balanced" (Ofsted 2016). 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. Our SMSC / RE / PSHE provision is embedded across the curriculum. 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.

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.

Staff Training

Through INSET opportunities in school, and through staff CPD, 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. (See Appendix 2- Staff training)

Signs of Vulnerability

There are no known definitive indicators that a young person is vulnerable to radicalisation, but there are a number of signs that together increase the risk. Signs of vulnerability include:
- underachievement
- being in possession of extremist literature
- poverty
- social exclusion
- traumatic events
- global or national events
- religious conversion 5
- change in behaviour
- extremist influences
- conflict with family over lifestyle
- confused identity
- victim or witness to race or hate crimes
- rejection by peers, family, social groups or faith

Recognising Extremism

Early indicators of radicalisation or extremism may include:
- showing sympathy for extremist causes
- glorifying violence, especially to other faiths or cultures
- making remarks or comments about being at extremist events or rallies
- evidence of possessing illegal or extremist literature
- advocating messages similar to illegal organisations or other extremist groups
- out of character changes in dress, behaviour and peer relationships (but there are also very powerful narratives, programs and networks that young people can come across online so involvement with particular groups may not be apparent)
- secretive behaviour
- online searcher or sharing extremist messages or social profiles
- intolerance of difference, including faith, culture, gender, race or sexuality
- graffiti, art work or writing that displays extremist themes
- attempts to impose extremist views or practices on others
- verbalizing anti-Western or anti-British views
- advocating violence towards others

Visitors and the use of School premises

If any member of staff wishes to invite a visitor in the school, they must first obtain written agreement from the Headteacher. Only then 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.

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.

If any agreement is made to allow non-school groups or organisations to use the 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 contract.

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 identity, prejudicial behaviour and personal or political grievances. In the event of prejudicial behaviour the following system will be followed;

- ❖ All incidents of prejudicial behaviour will be reported directly to the SLT or the Head Teacher:
  - o Headteacher & DSL: Michelle Tobin
  - o Deputy Headteacher: Estelle Ewing
  - o Deputy DSLs: Estelle Ewing, Sam Bell, Hannah Oselton, Lindsey Ketteringham, Carla Fitzsimmonds, Millie Herod & Aabshar Piare
- ❖ All incidents will be fully investigated and recorded in line with the Positive Behaviour Policy and records will be kept in line with procedures for any other safeguarding incident.
- ❖ Parents/carers will be contacted, and the incident discussed in detail, aiming to identify motivating factors, any changes in circumstances at home, parental views of the incident and to assess whether the incident is serious enough to warrant a further referral. A log of this discussion is kept alongside the initial referral on CPOMs (Child Protection Online Management system).
- ❖ The SLT follow-up any referrals for a period of four weeks after the incident to assess whether there is a change in behaviour and/or attitude. A further meeting with parents would be held if there is not a significant positive change in behaviour.
- ❖ If deemed necessary, serious incidents will be discussed and referred to Duty and Advice Service, Leicestershire County Council.
- ❖ In the event of a referral relating to serious concerns about potential radicalisation or extremism, the school can contact the Police on 999, the Counter Terrorism Security Adviser on 101 or the Anti-Terrorist Hotline on 0800 789 321.

Appendix 2

Safeguarding INSET, PREVENT, FGM, CSE, Keeping Children Safe in Education- August 2024
All staff, office staff, site management and dinner supervisors

Safer Recruitment Training with Leicestershire County Council, Michelle Rosenitsch,Estelle Ewing & Sam Bell - refreshed on a 3- year basis.

Appendix 3

Additional materials (Available in Staffroom, on school website or by searching online)
- Prevent Duty – DfE 2016
- Keeping Children Safe in Education DfE 2022
- Working Together to Safeguard Children HM Gov updated July 2022

Category:	Safeguarding
Purpose:	To set out how the school is Tackling Extremism and Radicalisation
Date reviewed and updated:	September 2024
Review Date:	*This policy is reviewed every two years by the Headteacher* *September 2026*
Coordinator/s:	Headteacher/ Leadership Team
Signed (& dated) by:	