

WESTFIELD PRIMARY SCHOOL

Preventing Radicalisation & Extremism Policy

This Policy was produced by the Inclusion Leader

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Preventing Radicalisation & Extremism Policy

Safeguarding Statement 2022-2023

"It could happen here"

Safeguarding is everyone's business.

At Westfield Primary School we recognise our moral and statutory responsibility to safeguard and promote the welfare of all pupils.

We make every effort to provide an environment in which children and adults feel safe, secure, valued and respected, and feel confident to talk if they are worried, believing they will be effectively listened to.

We are alert to the signs of abuse and neglect and follow our procedures to ensure children receive effective support, protection and justice. Child protection forms part of the school's safeguarding responsibilities. We expect all staff, governors and volunteers to share this commitment to safeguarding our pupils.

We follow the Surrey Safeguarding Children Partnership's (SSCP) procedures and have a number of policies and procedures in place which contribute to our safeguarding commitment, including our Child Protection and Safeguarding Policy. A copy of this policy is available on our website. We actively support the government's Prevent agenda.

1. Policy Statement

- 1.1 Westfield Primary School has a statutory duty under The Counter-Terrorism and Security Act 2015 and the statutory Prevent Guidance to have due regard to the need to prevent people from being drawn into terrorism.
- 1.2 Westfield 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. This 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.

2. Links to other Policies & Guidance

2.1 This policy links to the following Westfield Primary School policies

- Child Protection and Safeguarding Policy
- Equality, Diversity & Inclusion Policy
- Behaviour Policy
- Anti-bullying Policy
- Online Safety Policy.
- Safer Recruitment & Selection Policy
- Visitors Policy & Visiting Speakers Agreement
- Lettings Policy
- Well-being & Positive Mental Health Policy

2.2 The following national guidelines should also be read when working with this policy::

- PREVENT Strategy HM Government (2011):
https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/97976/prevent-strategy-review.pdf
- Keeping Children Safe in Education DfE 2022
<https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>
- Working Together to Safeguard Children HM Government 2018 Rev 2020
(<https://www.gov.uk/government/publications/working-together-to-safeguard-children--2>)
- The Surrey Safeguarding Children Partnership's Safeguarding Procedures
- Revised Prevent duty guidance:for England and Wales (1st April 2021)
<https://www.gov.uk/government/publications/prevent-duty-guidance/revised-prevent-duty-guidance-for-england-and-wales>

3. Aims and Principles

3.1 This 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 and staff will have an understanding of what radicalisation and extremism are and why we need to be vigilant in our school.
- All governors and staff will know what the school policy is on tackling radicalisation and extremism 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.
- 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.

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 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 process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups.

4.2 Extremism is defined as:

'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;... and/or calls for the death of members of our armed forces, whether in this country or overseas'. (Revised Prevent Duty Guidance for England and Wales - updated April 2021; <https://www.gov.uk/government/publications/prevent-duty-guidance/revised-prevent-duty-guidance-for-england-and-wales>)

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 others that suggests identification with a group, cause or ideology.
- Using insulting or derogatory names for another group.
- being overly secretive about their online viewing, spending increasing amounts of time online, sharing extreme views on social media and gaming platforms.
- expressing an 'us and them' mentality - a sign of a sense of social isolation.
- becoming more argumentative or domineering in their viewpoints, showing a desire to control others.
- being quick to condemn those who disagree and ignoring views that contradict their own.
- showing an obsessive or angry desire for change or 'something to be done'
- blaming others/groups of people for things not turning out as wanted, their feelings of rejection etc.
- questioning their faith or identity.
- downloading or promoting extremist content.
- socially isolated or have acquired a high number of new friends.
- 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.

<https://safeguarding.network/content/safeguarding-resources/radicalisation/>

5. Procedures for referrals

- 5.1 It is important for staff to be constantly vigilant and remain fully informed about the issues which affect the local area. All staff understand, through safeguard training, that 'it could happen here' and safeguarding is 'everyone's business'. They are encouraged 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 The school's Designated Safeguarding Leads and the Headteacher will deal swiftly with any referrals made by staff or with concerns reported by staff.
- 5.4 The Head Teacher and the Designated Safeguarding Leads 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 (see appendix 1 - Dealing with referrals)
- 5.5 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 to Prevent using this link <https://www.healthysurrey.org.uk/community-safety/professionals/prevent/referral-process>

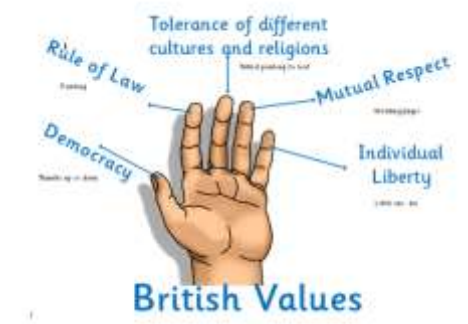
6. Governors, Leaders & Staff

- 6.1 The Head Teacher and all Designated Safeguarding Leads are the leaders for referrals relating to extremism and radicalisation.
- 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 Designated Safeguarding Leads, including the Head Teacher, will work with 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, Westfield Primary School has updated procedures for dealing with prejudicial behaviour, as outlined in the Behaviour Policy, the Anti-Bullying Policy and the Equality Policy.
- 6.5 The Governing Body support the ethos and values of our school and will support the school in tackling extremism and radicalisation.

7. The role of the curriculum

- 7.1 At Westfield Primary School we deliver a broad and balanced curriculum which 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 Values based curriculum, Learning for Life provision, Relationship and Sex Education and Religious Education 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.
- 7.3 We promote the fundamental British Values, which the government reinforce in schools with the aim to promote democracy, rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs. The school embed these in all parts of school life, and our curriculum and policies reflect these values, ensuring that all members of the school understand the importance of these values and how they are essential to enable us all to operate as a community.



7.4 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. Children 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.

8.2 All of our Teaching and Support Staff receive Prevent training annually.

8.3 We cover Radicalisation in our Safeguarding induction for all new staff and during hot topic safeguarding update sessions. All Staff, Governors and regular volunteers complete WRAP training and/or National College online training courses on the Prevent duty.

9. Recruitment

The arrangements for recruiting all staff, permanent and volunteers, to our school will follow guidance for safer recruitment best practice in education settings. 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.

10. Visitors & use of the school premises

10.1 If any member of staff wishes to invite a visitor in the school, this must be in agreement with the Head Teacher.

10.2 Upon arriving at the school, all visitors including contractors, will confirm on the Inventory sign-in screen that they have read and accept the school's child protection and safeguarding information. All visitors will read the Visitors Policy & Visiting Speakers Agreement. Full copies of the school's Child Protection & Safeguarding Policy and the Visitors Policy & Visiting Speakers Agreement are available upon request from the school office. Information about, and photographs of, the school's DSLs are displayed in the entrance hall and throughout the school.

10.3 At Westfield Primary School we encourage the use of external agencies or speakers to enrich the experiences of our students; however we will positively vet those external agencies, individuals or speakers who we engage to provide such learning opportunities or experiences for our pupils.

We ensure that we do not unwittingly use agencies that contradict each other with their messages or that are inconsistent with, or are in complete opposition to, the school's values and ethos. We must be aware that in some instances the work of external agencies may not directly be connected with the rest of the school curriculum so we need to ensure that this work is of benefit to our pupils. All External Agencies and Speakers must read the Visiting speakers agreement.

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

- Any messages communicated to students support fundamental British Values and our school values.
- Any messages communicated to students are consistent with the ethos of the school and do not marginalise any communities, groups or individuals

- Any messages communicated to students do not seek to glorify criminal activity or violent extremism or seek to radicalise students 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 students

Any visual presentation, such as Powerpoints and video clips, will be received and checked by the member of staff leading on the visitor's school attendance, to ensure the content is unbiased and sits within the school ethos. An outline of the key points of the delivering speaker will be sought and checked, alongside the Powerpoint or other resources to be presented by the member of staff leading on the visitor's school attendance. The responsibility for checking the content fits the ethos of the school lies with the member of staff organising. If there are any concerns, these should be raised with a member of SLT for clarification.

We recognise, however, that the ethos of our school is to encourage students to understand opposing views and ideologies, appropriate to their age, understanding and abilities, and to be able to actively engage with them in informed debate, and we may use external agencies or speakers to facilitate and support this. Therefore by delivering a broad and balanced curriculum, augmented by the use of external sources where appropriate, we will strive to ensure our students recognise risk and build resilience to manage any such risk themselves where appropriate to their age and ability but also to help students develop the critical thinking skills needed to engage in informed debate.

Additional vigilance will be given to the content spoken of any visitor who will be speaking to children or staff, particularly for the first time. Speakers may be asked to end their presentation/talk at any time during the deliverance by a member of staff watching, should it be felt to be inappropriate.

- 10.4 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 this policy, the school will contact the police and terminate the contract.

11. Policy review

- 11.1 This policy will be reviewed annually as part of the overall Child Protection and Safeguarding policy review.

Appendix 1 - Dealing with referrals

We are aware of the potential factors that may indicate 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 a Designated Safeguarding Lead or the Head Teacher.
- All incidents will be fully investigated and recorded in line with the 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 note of this meeting is kept alongside the initial referral in the Safeguarding folder and a record of it is kept electronically.
- A Designated Safeguarding Lead will 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.
- In the event of a referral relating to serious concerns about potential radicalisation or extremism, the school will contact the Counter Terrorism Security Advisers (CTSA) for Surrey Police as follows:
 - Claire McDonald - Prevent Supervisor
claire.mcdonald@surrey.police.uk Tel: 01483 632982 or 07795 043842
 - Oliver Greenaway - North Surrey and Woking;
oliver.greenaway@surrey.police.uk Tel: 01483 639055 or 07720 043980

and/or the ACT Anti-terrorism early support hotline on 0800 789 321.

See also www.actearly.uk

- Any referral will be made to preventreferrals@surrey.police.uk using the Surrey Safeguarding Children Partnership's / Healthy Surrey's referral form/

<https://www.healthysurrey.org.uk/community-safety/professionals/prevent/referral-process> attached as Appendix 2.

PREVENT REFERRAL FORM

Appendix 2

REFERRAL PROCESS
<p>By sending this form you consent for it to arrive with both your dedicated Local Authority safeguarding team & Prevent policing team for a joint assessment. Wherever possible we aim to give you feedback on your referral, please be aware, however, that this is not always possible due to data-protection & other case sensitivities.</p> <p>Once you have completed this form, please email it to: preventreferrals@surrey.pnn.police.uk</p> <p>If you have any questions whilst filling in the form, please call: 07795 043842 or 01865 555618</p>

INDIVIDUAL'S BIOGRAPHICAL & CONTACT DETAILS	
Forename(s):	First Name(s)
Surname:	Last Name
Date of Birth (DD/MM/YYYY):	D.O.B.
Approx. Age (if DoB unknown):	Please Enter
Gender:	Please Describe
Known Address(es):	Identify which address is the Individual's current residence
Nationality / Citizenship:	Stated nationality / citizenship documentation (if any)
Immigration / Asylum Status:	Immigration status? Refugee status? Asylum claimant? Please describe.
Primary Language:	Does the Individual speak / understand English? What is the Individual's first language?
Contact Number(s):	Telephone Number(s)
Email Address(es):	Email Address(es)
Any Other Family Details:	Family makeup? Who lives with the Individual? Anything relevant.

DESCRIBE CONCERNS	In as much detail as possible, please describe the specific concern(s) relevant to Prevent.
Please Describe	
FOR EXAMPLE:	<ul style="list-style-type: none"> How / why did the Individual come to your organisation's notice in this instance? Does it involve a specific event? What happened? Is it a combination of factors? Describe them. Has the Individual discussed personal travel plans to a warzone or countries with similar concerns? Where? When? How? Does the Individual have contact with groups or individuals that cause you concern? Who? Why are they concerning? How frequent is this contact? Is there something about the Individual's mobile phone, internet or social media use that is worrying to you? What exactly? How do you have access to this information? Has the Individual expressed a desire to cause physical harm, or threatened anyone with violence? Who? When? Can you remember what was said / expressed exactly? Has the Individual shown a concerning interest in hate crimes, or extremists, or terrorism? Consider <i>any</i> extremist ideology, group or cause, as well as support for "school-shooters" or public-massacres, or murders of public figures. Please describe any other concerns you may have that are not mentioned here.

COMPLEX NEEDS	Is there anything in the Individual's life that you think might be affecting their wellbeing or that might be making them vulnerable in any sense?
Please Describe	
FOR EXAMPLE: <ul style="list-style-type: none"> • Victim of crime, abuse or bullying. • Work, financial or housing problems. • Citizenship, asylum or immigration issues. • Personal problems, emotional difficulties, relationship problems, family issues, ongoing court proceedings. • On probation; any erratic, violent, self-destructive or risky behaviours, or alcohol / drug misuse or dependency. • Expressed feelings of injustice or grievance involving any racial, religious or political issue, or even conspiracy theories. • Educational issues, developmental or behavioural difficulties, mental ill health (see Safeguarding Considerations below). • Please describe any other need or potential vulnerability you think may be present but which is not mentioned here. 	
OTHER INFORMATION	Please provide any further information you think may be relevant, e.g. social media details, military service number, other agencies or professionals working with the Individual, etc..
Please Describe	

PERSON WHO FIRST IDENTIFIED THE CONCERNS	
Do they wish to remain anonymous?	Yes / No
Forename:	Referrers First Name(s)
Surname:	Referrers Last Name
Professional Role & Organisation:	Referrers Role / Organisation
Relationship to Individual:	Referrers Relationship To The Individual
Contact Telephone Number:	Referrers Telephone Number
Email address:	Referrers Email Address

PERSON MAKING THIS REFERRAL (if different from above)	
Forename:	Contact First Name(s)
Surname:	Contact Last Name
Professional Role & Organisation:	Contact Role & Organisation
Relationship to Individual:	Contact Relationship to the Individual
Contact Telephone Number:	Contact Telephone Number
Email Address:	Contact Email Address

REFERRER'S ORGANISATIONAL PREVENT CONTACT (if different from above)	
Forename:	Referrers First Name(s)
Surname:	Referrers Last Name
Professional Role & Organisation:	Referrers Role / Organisation
Relationship to Individual:	Referrers Relationship To The Individual
Contact Telephone Number:	Referrers Telephone Number
Email Address:	Referrers Email Address

RELEVANT DATES	
Date the concern first came to light:	When were the concerns first identified?
Date referral made to Prevent:	Date this form was completed & sent off?

SAFEGUARDING CONSIDERATIONS	
Does the Individual have any stated or diagnosed disabilities, disorders or mental health issues?	Yes / No
Please describe, stating whether the concern has been diagnosed.	
Have you discussed this Individual with your organisations Safeguarding / Prevent lead?	Yes / No
What was the result of the discussion?	
Have you informed the Individual that you are making this referral?	Yes / No
What was the response?	
Have you taken any direct action with the Individual since receiving this information?	Yes / No
What was the action & the result?	
Have you discussed your concerns around the Individual with any other agencies?	Yes / No
What was the result of the discussion?	

INDIVIDUAL'S EMPLOYMENT / EDUCATION DETAILS	
Current Occupation & Employer:	Current Occupation(s) & Employer(s)
Previous Occupation(s) & Employer(s):	Previous Occupation(s) & Employer(s)
Current School / College / University:	Current Educational Establishment(s)
Previous School / College / University:	Previous Educational Establishment(s)
THANK YOU	
<p>Thank you for taking the time to make this referral. Information you provide is valuable and will always be assessed. If there is no Prevent concern but other safeguarding issues are present, this information will be sent to the relevant team or agency to provide the correct support for the individual(s) concerned.</p>	