



# COBHAM PRIMARY SCHOOL

Caring, Proud, Successful!

Tackling Extremism

&

Radicalisation Policy



This policy should be read along with our

- Safeguarding & Child Protection Policy
  - Equality Policy
  - Anti Bullying Policy
  - Positive Behaviour Policy
    - E Safety Policy
  - PREVENT strategy HM Gov
- Keeping Children Safe in Education
- Working Together to Safeguard Children HM Gov 2018

## Policy Statement

Cobham 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.

## 2. LINKS TO OTHER POLICIES

The Cobham Primary School Tackling Extremism and Radicalisation Policy links to the following Cobham Primary School policies;

- Child Protection and Safeguarding
- Equality Policy
- Anti-bullying Policy
- Positive Behaviour Management Policy
- E-Safety Policy.

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

- PREVENT Strategy HM Government
- Keeping Children Safe in Education DfE
- Working Together to Safeguard Children HM Government 2018

## 3. AIMS AND PRINCIPLES

3.1 The Cobham 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.

3.2 The objectives are that:

- All governors, 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 governors, 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 in person and online 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.

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 not happen here and ensure that we work alongside other professional bodies and agencies to ensure that our pupils are safe from harm.

#### 4. HOW DO WE ACHIEVE OUR AIMS

Through our whole school teaching of TRUST values, we ensure that children

- learn to be respectful of others and of themselves
- that they show tolerance in a variety of situations and contexts,
- that they understand the importance and significant positive impact of working in unity,
- that strength of mind and character is crucial to well being and happiness
- and that the truth of words, actions and deeds directly relates to how others perceive ourselves and our views.



These values are taught and related to in a variety of learning contexts; through assemblies, PSHE lessons, Philosophy for Children sessions and in our high expectations of excellent citizenship at Cobham. Every year we host a TRUST week to ensure that new cohorts of children, new team members and parents understand our values, aims and objectives when discussing these values and their far reaching context, meaning and relevance.

#### 5. DEFINITIONS AND INDICATORS

5.1 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.

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

5.3 There are a number of behaviours which may indicate a child is at risk of being radicalised or exposed to extreme views. Staff recognise & understand that exposure to such views can be in person or online and are alert and vigilant to the potential risks of on-line grooming.

These behaviours 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 to derogatory names for another group.
- Increase in prejudice-related incidents committed by that person – these may include;
  1. physical or verbal assault
  2. provocative behaviour
  3. damage to property
  4. derogatory name calling
  5. possession of prejudice-related materials
  6. prejudice related ridicule or name calling
  7. inappropriate forms of address
  8. refusal to co-operate
  9. attempts to recruit to prejudice-related organisations
  10. condoning or supporting violence towards others.

## 6. PROCEDURES FOR REFERRALS

6.1 Although serious incidents involving radicalisation have not occurred at Cobham 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.

6.2 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 practise.

6.3 The Head Teacher is the Lead Professional for Child Protection and Safeguarding and will deal swiftly with any referrals made by staff or with concerns reported by staff.

6.4 The Head Teacher and the LT 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.

6.5 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 and will be given the contact details to do this via the safeguarding board in the staffroom.

## 7. GOVERNORS, LEADERS AND STAFF

7.1 The Head Teacher and all members of the LT 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.

7.2 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.

7.3 The LT will work in conjunction with the Head Teacher and external agencies to decide the best course of action to address concerns which arise.

7.4 Prejudicial behaviour can be a factor in radicalisation and extremism. With this in mind, Cobham Primary School has updated procedures for dealing with prejudicial behaviour, as outlined in the Positive Behaviour Policy and Equality Policy.

## 8. THE ROLE OF THE CURRICULUM

8.1 Our curriculum is broad and balanced. Issues are taught, discussed and shared on a regular basis.



Our TRUST values embody the school's hopes and aims in how children will treat each other with due respect and tolerance. These values are shared daily and are role modelled by all members of the teaching team. Our " Pupils' behaviour and safety are outstanding. Excellent personal, spiritual, moral, social and cultural development is at the heart of the school's success and underpins all of the school's strengths." November 2012.

Our TRUST values promote tolerance, respect, unity, strength and trust. 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.

8.2 Our PSHE & SMSC provision is embedded across the curriculum, including RSE. 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.

8.3 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. Children are taught that online grooming can be within a radicalisation context, as well as having a potential sexual motive.

## 9. STAFF TRAINING

9.1 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.

## 10. VISITORS AND THE USE OF SCHOOL PREMISES

10.1 If any member of staff wishes to invite a visitor in the school, they must seek confirmation from the Head. Only after agreement from the Head Teacher 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.

10.2 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.

## 11. POLICY REVIEW

11.1 The Cobham Primary School Tackling Extremism and Radicalisation Policy will be reviewed annually as part of the overall Child Protection and Safeguarding policy review.

This policy was ratified by the Full Governing Body