



STANBRIDGE LOWER SCHOOL

ANTI - RADICALISATION POLICY

Reviewed: September 2018

1. INTRODUCTION/RATIONALE

1.1 Stanbridge Lower 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.

1.2 At Stanbridge Lower School 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.

2. AIMS AND PRINCIPLES

2.1 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 governors, teachers, teaching assistant 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 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.

3. DEFINITIONS AND INDICATORS

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

3.2 Radicalisation can give a cause for concern about a young person and/or their family members.

3.3 Children and young people can be drawn into violence or they can be exposed to the messages of extremist groups by many means. These can include through the influence of family members or friends and/or direct contact with extremist groups and organisations or, increasingly, through the internet. This can put a young person at risk of being drawn into criminal activity and has the potential to cause Significant Harm.

3.4 The risk of radicalisation is the product of a number of factors and identifying this risk requires that staff exercise their professional judgement, seeking further advice as necessary. It may be combined with other vulnerabilities or may be the only risk identified.

Potential indicators include:

- Use of inappropriate language;
- Possession of violent extremist literature;
- Behavioural changes;
- The expression of extremist views;
- Advocating violent actions and means;
- Association with known extremists;
- Seeking to recruit others to an extremist ideology.

4. PROCEDURES FOR REFERRALS

4.1 Although serious incidents involving radicalisation have not occurred at Stanbridge Lower School to date, it is important for us to be constantly vigilant and remain fully informed about the 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 to the Head Teacher or in her absence the Senior Teacher or Family Liaison Officer using the Cause for Concern sheet, if urgent having a 1-1 conversation or referring directly to the police by dialing 999 or Social Care if the child/person is at immediate risk of danger. If you suspect it - report it.

4.2 For further information please refer to Appendix A.

4.3 The Head Teacher will investigate the concern and pass all information to the police, Social Care or LADO (Local Area Designated Safeguarding Officer) offering support to the young person and/or their family.

5. THE ROLE OF THE CURRICULUM

5.1 Our curriculum 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.

5.2 Our PSHCE (Personal, Social and Health and Citizenship Education) and SMSC (Spiritual, Moral, Social and Cultural) provision is embedded across the curriculum, and underpins the ethos of the school.

5.3. 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.

5.4 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. They are taught to seek adult help if they are upset or concerned about anything they hear, read or see on the television or internet.

6. STAFF TRAINING

6.1 Through INSET opportunities in school, we will ensure that our staff are fully aware of the threats, risks and vulnerabilities that are lined to radicalisation are aware of the process of radicalisation and how this might be identified early on.

6.1 All staff have received PREVENT training and systems adapted to ensure all future staff are given this training. The Recruitment Checklist has been updated to check any training received in previous schools or settings or to identify training needs.

7. LINK TO OTHER POLICIES

Our Anti-Radicalisation policy statement links to the following policies.

- Child Protection and Safeguarding
- Equality
- Behaviour

8. REVIEW PROCEDURES

The school's policy will be reviewed when:

- 2 years have elapsed.
- There has been a significant change in staff, pupils or the law.
- The school wishes to review the policy.

Rosemary Godwin
Head Teacher
September 2018

This policy was ratified by the full governing body.

Date of Meeting:

Signed Chair of Governors.

Appendix A

To be considered against unique personal circumstances of referred individual.

The list is not exhaustive and all or none may be present in individual cases of concern. Nor does it mean that vulnerable people experiencing these factors are automatically at risk of exploitation for the purposes of violent extremism.

Section 1 - Access to Extremism / Extremist Influences

Is there reason to believe that the subject associates with those known to be involved in extremism - either because they associate directly with known individuals or because they frequent key locations where these individuals are known to operate? (E.g. the subject is the partner, spouse, friend or family member of someone believed to be linked with extremist activity);

Does the subject frequent internet access locations for the purpose of extremist activity? (E.g. Use of closed network groups, access to or distribution of extremist material, contact associates covertly e.g. Skype/email);

Is there reason to believe that the subject has been or is likely to be involved with extremist/ military training camps/ locations?

Is the subject known to have possessed or is actively seeking to possess and/ or distribute extremist literature / other media material likely to incite racial/religious hatred or acts of violence?

Does the subject sympathise with or support proscribed groups e.g. propaganda distribution, fundraising and attendance at meetings?

Does the subject support groups with links to extremist activity but not proscribed e.g. propaganda distribution, fundraising and attendance at meetings?

Section 2 - Experiences, Behaviours and Influences

Has the subject encountered peer, social, family or faith group rejection?

Is there evidence of ideological, political or religious influence on the subject from within or outside UK?

Have international events in areas of conflict and civil unrest had a personal impact on the subject resulting in a noticeable change in behaviour? Note it is important to recognise that many people may be emotionally affected by the plight of what is happening in areas of conflict (i.e. images of children dying) it is important to differentiate them from subjects that sympathise with or support extremist activity;

Has there been a significant shift in the subject's behaviour or outward appearance that suggests a new social / political or religious influence?

Has the subject come into conflict with family over religious beliefs/lifestyle choices?

Does the subject vocally support terrorist attacks?

Has the subject witnessed or been the perpetrator/victim of racial or religious hate crime or sectarianism?

Section 3 - Travel

Has the subject traveled for extended periods of time to international locations known to be associated with extremism?

Is there a pattern of regular or extended travel within the UK, with other evidence to suggest this is for purposes of extremist training or activity?

Has the subject employed any methods to disguise their true identity? Has the subject used documents or cover to support this?

Section 4 - Social Factors

Does the subject have experience of poverty, disadvantage, discrimination or social exclusion?

Does the subject suffer a lack of meaningful employment appropriate to their skills?

Does the subject display a lack of affinity or understanding for others, or social isolation from peer groups?

Does the subject demonstrate identity conflict and confusion normally associated with youth development?

Does the subject have any learning difficulties/ mental health support needs?

Does the subject demonstrate a simplistic or erroneous understanding of religion or politics?

Does the subject have a history of crime, including episodes in prison?

Is the subject a foreign national, refugee or awaiting a decision on their immigration/national status?

Does the subject have insecure, conflicted or absent family relationships?

Has the subject experienced any trauma in their lives, particularly any trauma associated with war or sectarian conflict?