

PREVENTION OF RADICALISATION AND EXTREMISM

Keeping our children safe is everyone's business. Byley Primary School takes seriously its duty (contained in the Counter-Terrorism and Security Act 2015) to prevent pupils and those working in school from being radicalised or drawn into extremism.

The 'Prevent Duty' came into force on 1 July 2015. We follow the advice contained within the statutory guidance on the legal duty set out in the Prevent Duty Guidance: For England and Wales (2015)' in conjunction with other duties which we already have for keeping pupils safe. The Prevent lead for our school is our Head teacher, Kay Walsh.

Objectives:

- To prevent pupils and those working in school from being radicalised and drawn into extremism
- To take appropriate action to protect children from harm
- To be alert to harmful behaviour by other adults
- To ensure that pupils use the internet safely and to encourage parents to be alert and vigilant to the dangers their children might face
- To ensure that staff and pupils report any concerns to the head teacher immediately
- To build strong links with the appropriate outside agencies so that where the school needs specialist help and support, it will be activated promptly

SPOCs have access to the support and expertise of the Channel co-ordinators within their region. The Single Point Of Contact (SPOC) for Byley Primary School is Linsay Mullin 01606 362147 linsay.mullin@cheshire.pnn.police.uk

Strategies:

- To continue to promote community cohesion and teach children fundamental British Values
- To work in partnership with parents to prevent children from being radicalised and drawn into extremism
- To ensure that all staff are alert to recognise signs that pupils are in danger of being radicalised and drawn into extremism and report it to the school's SPOC
- To teach a broad and balanced curriculum which promotes the Spiritual, Moral, Cultural, Mental and Physical development of pupils and to prepare them for the opportunities, responsibilities and experiences of life
- To monitor the RE curriculum and assemblies to ensure that they are used to promote community cohesion and tolerances of different faiths and beliefs
- To ensure that through teaching pupils about the importance of keeping safe, that they are alerted to those who might wish to do them harm by radicalising them or drawing them into extremism
- By raising awareness of safe use of the internet, both at school and at home, so that pupils are alerted to those who would wish to harm them
- To provide awareness raising training for the staff so that they use this policy appropriately

- To maintain and apply a good understanding of the relevant guidance in relation to preventing pupils from becoming involved in terrorism, and protecting them from radicalisation by those who support terrorism or forms of extremism which lead to terrorism
- To collate relevant information in relation to referrals of vulnerable pupils into the Channel* process, attend Channel* meetings as necessary and carrying out any actions as agreed and sharing any relevant information in a timely manner

* Channel is a partnership approach to support individuals vulnerable to recruitment into terrorist-related activity. Channel coordinators provide expert advice and guidance around issues of violent extremism to safeguarding boards, senior managers and front-line professionals. They assist front-line professionals to assess the nature and extent of vulnerability, need and risk around violent extremism, providing an appropriate support package to divert them away from potential threat at an early stage.

Outcomes:

Everyone in this school will work in partnership with parents and the wider community to prevent pupils from being radicalised or drawn into extremism. The head teacher and Governing Board will assess the impact of this policy and monitor its operation. It will be reviewed in conjunction with our other policies, in particular: Safeguarding, E-Safety and Behaviour policies.

INDICATORS OF VULNERABILITY TO RADICALISATION

- Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism leading to terrorism.
- Extremism is defined by the Government in the Prevent Strategy 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. We also include in our definition of extremism calls for the death of members of our armed forces, whether in this country or overseas.
- Extremism is defined by the Crown Prosecution Service as: The demonstration of unacceptable behaviour by using any means or medium to express views which: x Encourage, justify or glorify terrorist violence in furtherance of particular beliefs; x Seek to provoke others to terrorist acts; x Encourage other serious criminal activity or seek to provoke others to serious criminal acts; or x Foster hatred which might lead to inter-community violence in the UK.
- 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 known that violent extremists exploit vulnerabilities in individuals to drive a wedge between them and their families and communities. It is vital that school staff are able to recognise those vulnerabilities.

- Indicators of vulnerability include:
 - Identity Crisis – the student / pupil is distanced from their cultural / religious heritage and experiences discomfort about their place in society;
 - Personal Crisis – the student / pupil may be experiencing family tensions; a sense of isolation; and 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 student / 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 student / pupil may have perceptions of injustice; a feeling of failure; rejection of civic life;
 - Experiences of Criminality – which may include involvement with criminal groups, imprisonment, and poor resettlement / reintegration;
 - Special Educational Need – students / pupils may experience difficulties with social interaction, empathy with others, understanding the consequences of their actions and awareness of the motivations of others.

- 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.

- More critical risk factors could include:
 - Being in contact with extremist recruiters;
 - Accessing violent extremist websites, especially those with a social networking element;
 - Possessing or accessing violent extremist literature;
 - Using extremist narratives and a global ideology to explain personal disadvantage;
 - Justifying the use of violence to solve societal issues;
 - Joining or seeking to join extremist organisations;
 - Significant changes to appearance and / or behaviour;
 - Experiencing a high level of social isolation resulting in issues of identity crisis and/or personal crisis.

If you have safeguarding concerns about a child, in the first instance please contact:
Mrs K Walsh (Head teacher). Our Safeguarding Governor is Mr Malcolm Such.

Other contact details are:

Cheshire Channel – Lesley Price 01606 365986 lesley.price@cheshire.pnn.police.uk
Andrew McIntyre 01606 365986 andrew.mcintyre@cheshire.pnn.police.uk