Preventing Extremism and Radicalisation

Springwood Heath Primary School

Approved by:	Governing Body	Date: May 2020
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Preventing Extremism and Radicalisation

"Success and care through learning".

At Springwood Heath Primary School we are fully committed to safeguarding and promoting the welfare of all the children in our care. We recognise that safeguarding against radicalism is no different from safeguarding against any other vulnerability.

We expect all our staff to uphold and promote the fundamental principles of British values which are defined as:

- democracy
- rule of law
- individual liberty
- mutual respect
- tolerance of those of different faiths and beliefs.

These values are taught at Springwood Heath through our Personal, Social, Health and Emotional teaching (PSHE) and Religious Education (RE) alongside British Values being delivered as part of our broad and balanced curriculum.

At Springwood Heath Primary School we will ensure that children, families staff, governors as well as those who visit our school are fully engaged in being vigilant about radicalisation; that all understand that such issues could happen within our school and to ensure that we all work alongside other professional bodies and agencies to ensure all our children are safe from harm.

Definition and Indicators:

Radicalisation is defined as the process by which people come to support terrorism and extremism and, in some cases, to then participate in terrorist groups.

Extremism is vocal or active opposition to the fundamental British values

Indicators of vulnerability include:

- Identity Crisis – the child is distanced from their cultural / religious heritage and experiences discomfort about their place in society;
- Personal Crisis – the child 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 child'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 child 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 –the child 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 purpose 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; and
- Significant changes to appearance and / or behaviour;
- Experiencing a high level of social isolation resulting in issues of identity crisis and / or personal crisis.
- Disclosures by children of their exposure to the extremist actions, views or materials of others outside of school, such as in their homes or community groups, especially where children have not actively sought these out.
- Graffiti symbols, writing or art work promoting extremist messages or images
- Children accessing extremist material online, including through social networking sites
- Parental reports of changes in behaviour, friendship or actions and requests for assistance
- Partner schools, local authority services, and police reports of issues affecting children in other schools or settings
- Children voicing opinions drawn from extremist ideologies and narratives
- Use of extremist or 'hate' terms to exclude others or incite violence
- Intolerance of difference, whether secular or religious or, in line with our equalities policy, views based on, but not exclusive to, gender, disability, homophobia, race, colour or culture
- Attempts to impose extremist views or practices on others
- Anti-Western or Anti-British views

Those children in the process of being radicalised may become involved with a new group of friends, search for answers to questions about identity, faith and belonging, possess extremist literature or advocate violence actions, change their behaviour and language, and seek to recruit others to an extremist ideology.
It is important to note that children and young people experiencing these situations or displaying these behaviours are not necessarily showing signs of being radicalised. There could be many other reasons for the behaviour including alcohol or drug abuse, family break down, domestic abuse, bullying etc or even something more minor.

We recognise at Springwood Heath that it is important to be cautious in assessing these factors to avoid inappropriately labelling or stigmatising individuals because they possess a characteristic or fit a specific profile. It is vital that as professionals who have contact with vulnerable individuals we are able to recognise those vulnerabilities and help to increase children in making safe choices.

School Curriculum:
- Our school curriculum promotes respect, tolerance and diversity. We encourage our children 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 PSHE (Personal, Social, Health & Emotional) SEAL (Social, Emotional Aspects of Learning) and SMSC (Spiritual Moral, Social & Cultural) provision is embedded across the school curriculum and underpins the ethos of our school.
- We recognise that children with low aspirations are more vulnerable to radicalisation and therefore we strive to equip our children with confidence, self belief, respect and tolerance as well as setting high standards and expectations for themselves.
- We regularly teach our children about how to stay safe when using the Internet and to recognise that people are not always who they say they are online. Children are taught to seek adult help if they are upset about anything they see or read on the Internet.

School Procedures:
It is important for us all to be constantly vigilant and to refer any concerns by completing the 'Safeguarding Concern Form' and to pass immediately to Chris Beacall (Child Protection/Safeguarding Coordinator) or the Headteacher, Ian Hunt. They will determine the most appropriate course of action on a case by case basis and will decide when a referral to external agencies will be required.
As with a Safeguarding referral, school staff are aware that if they do not agree with a decision, not to refer, they can make a referral to Children's Services themselves on 0151 233 3700.

Staff Training
Through training 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 radicalisation and how this might be identified early on.

.At Springwood Heath we have a duty to protect the children within our care. Children see our school as a safe place and we have a duty to ensure that this vision remains.

C.Beacall
May 2017

May 2020