



*'We can and we will'*

**GLEBE PRIMARY SCHOOL**

## **PREVENTING EXTREMISM & RADICALISATION POLICY**

### **Mission Statement**

At Glebe Primary School, we believe in an ethos that values the whole child. We strive to enable all children to reach their full potential academically, socially and emotionally.

### **Introduction**

Glebe is committed to providing a secure environment for pupils, where children feel safe and are kept safe. All adults in our school recognise that safeguarding is everyone's responsibility irrespective of the role they undertake or whether their role has direct contact or responsibility for children or not.

In adhering to this policy and procedures staff and visitors will contribute to our school's delivery of the outcomes to all children, as set out in s10 (2) of the [Children Act 2004](#). This Preventing Extremism and Radicalisation Safeguarding Policy Statement is one element within our overall school arrangements to Safeguard and Promote the Welfare of all Children in line with our statutory duties set out at s175 of the [Education Act 2002](#) (s157 of the Education Act 2002.)

Our school's Preventing Extremism and Radicalisation Safeguarding Policy Statement also draws on:

- [Guidance in the "London Child Protection Procedures"](#)
- [DfE Guidance "Keeping Children Safe in Education, 2021"](#)
- DCSF Resources "[Learning Together to be Safe](#)", "Prevent: Resources Guide", "[Tackling Extremism in the UK](#)"
- DfE's "[Teaching Approaches that help Build Resilience to Extremism among Young People](#)" and
- [Peter Clarke's Report of July 2014](#).

### **Prevent Challenges**

The events in Syria and Iraq and the rise of ISIL (Islamic State) have seen increasing numbers of British and other foreign nationals travelling to the area to join the terrorist group. Where this had been predominantly young men, more recently we have seen young women and even whole families making the journey to join Islamic state. The operation Trojan horse events in schools in Birmingham highlighted the need to support schools in managing the risks associated with

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potential radical influences within Governing bodies, delivery of curriculum and in identifying vulnerable students.

The rise in far right organisations and the actions of lone individuals in the UK and across Europe demonstrate the need to counter extremism in all its guises.

### **Priorities for Hillingdon**

- Ensuring Radical or extremist groups and speakers of any kind do not have the opportunity to promote their views and recruit in Hillingdon;
- Ensuring anyone identified as being vulnerable is offered appropriate support;
- Working with the local community and local partners to prevent people, particularly vulnerable young people from travelling to places of concern;
- Raising awareness in relation to charitable giving;
- Maintaining good relations between different faith communities in the borough;
- Working in partnership to build stronger communities.



### **Hillingdon's Expectations For Schools and Education Providers**

#### **Community cohesion and building resilience**

Schools must create an ethos within the school environment, where community cohesion, pride in your community and respect for others is valued, is important in the building of resilience to extremism. The Department for Education (DfE) has issued [guidance to schools with regards to promoting British Values](#) with the aim of supporting young people to develop a greater sense of responsibility, respect and citizenship.

Schools must:

- promote community cohesion; and
- ensure that fundamental British values are promoted in the delivery of the curriculum and extra-curricular activities and reflected in the general conduct of the school.
- British Values include democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs.

Schools have a duty of care to their pupils and staff which includes safeguarding them from the risk of being drawn into terrorism.

#### **Use of Curriculum – formal and informal**

- Students need to develop critical thinking skills which will support them in resisting extremism;

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- There should be opportunities for students to discuss challenging topics and events in a supported environment;
- Staff need to develop their own approaches to implementing British values to support students in resisting extremism while developing their political views.

“Schools should be safe spaces in which children and young people can understand and discuss sensitive topics, including terrorism and the extremist ideas that are part of the terrorist ideology and learn how to challenge these ideas”. (Prevent Duty Guidance for England and Wales <https://preventforfeandtraining.org.uk/> )

OFSTED will be monitoring schools as to their effectiveness in meeting the duty. Our Prevent Leads (Katie Rhodes & Joe Dwyer) will also be responsible for monitoring the effectiveness with Glebe.

### **School Ethos and Practice**

When operating this policy, we use the following accepted Governmental definition of extremism which is:

***‘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’.***

The full Government Prevent Strategy can be viewed at:

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/97976/prevent-strategy-review.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/97976/prevent-strategy-review.pdf)

There is no place for extremist views of any kind in our school, whether from internal sources (pupils, staff or governors) or external sources (school community, external agencies or individuals). Our pupils see our school as a safe place, where they can explore controversial issues safely and where our teachers encourage and facilitate this – we have a duty to ensure this happens.

As a school, we recognise that extremism and exposure to extremist materials and influences can lead to poor outcomes for children and so should be addressed as a safeguarding concern as set out in this policy. We also recognise that if we fail to challenge extremist views, we are failing to protect our pupils.

Extremists, of all persuasions, aim to develop destructive relationships between different communities by promoting division, fear and mistrust of others based on ignorance or prejudice and thereby limiting the life chances of young people. Education is a powerful weapon against this; equipping young people with the knowledge, skills and critical thinking, to challenge and debate in an informed way. We therefore will provide a broad and balanced curriculum, delivered by skilled professionals, so that our pupils are enriched, understand and become tolerant of difference and diversity and also to ensure that they thrive, feel valued and not marginalized.

We are also aware that young people can be exposed to extremist influences or prejudiced views from an early age which emanate from a variety of sources and media, including via the internet, and at times pupils may themselves reflect or display views that may be discriminatory, prejudiced or extremist, including using derogatory language.

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Any prejudice, discrimination or extremist views, including derogatory language, displayed by pupils or staff will always be challenged and where appropriate dealt with in line with our Behaviour Policy for pupils and the Code of Conduct for Staff. These are published on the school website.

As part of wider safeguarding responsibilities school staff will be alert to:

- Disclosures by pupils 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 pupils have not actively sought these out. Graffiti symbols, writing or art work promoting extremist messages or images
- Pupils 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 pupils in other schools or settings
- Pupils 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

Our school will closely follow any locally agreed procedure as set out by the Local Authority (LA) and/or our Safeguarding Children Board's agreed processes and criteria for safeguarding individuals vulnerable to extremism and radicalisation. In the event of concerns about a person becoming radicalised, consideration will be given to using the LA Channel process (See Appendix 2).

### **Teaching Approaches**

We will all strive to eradicate the myths and assumptions that can lead to some young people becoming alienated, especially where the narrow approaches children may experience elsewhere may make it harder for them to challenge or question these radical influences. At Glebe, this will be achieved by good teaching, primarily via our Personal Social Health Education (PSHE) programme.

We will ensure that all of our teaching approaches help our pupils build resilience to extremism and give pupils a positive sense of identity through the development of critical thinking skill. We will ensure that all of our staff are equipped to recognize extremism and are skilled and confident enough to challenge it. We will be flexible enough to adapt our teaching approaches, as appropriate, so as to address specific issues so as to become even more relevant to the current issues of extremism and radicalisation.

Therefore, this approach will be embedded within the ethos of our school so that pupils know and understand what safe and acceptable behaviour is in the context of extremism and radicalisation.

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Through our PSHE curriculum and enrichment days we will be able to assess; "the extent to which pupils are able to understand, respond to and calculate risk effectively, for example risks associated with child sexual exploitation, domestic violence, female genital mutilation, forced marriage, substance misuse, gang activity, radicalisation and extremism and are aware of the support available to them". ( OFSTED framework November 2019

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/843108/School\\_inspection\\_handbook\\_-\\_section\\_5.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/843108/School_inspection_handbook_-_section_5.pdf))

Through our PSHE curriculum, our assemblies, community projects, enrichment days and whole school ethos, children will be taught; "acceptance and engagement with the fundamental British values of: democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs."

"The pupils will develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain".

Our whole school ethos and our staff modelling British values and challenging values against them; "actively promotes the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs".

### **Parental and Community Involvement**

We will also work with local partners, families and communities in our efforts to ensure our school understands and embraces our local context and values in challenging extremist views and to assist in the broadening of our pupil's experiences and horizons.

### **Use of External Agencies and Speakers**

We encourage the use of external agencies or speakers to enrich the experiences of our pupils. However, the school's admin team will positively vet those external agencies, individuals or speakers who we engage to provide such learning opportunities or experiences for our pupils. To do this we will use our authority's guidance for Managing the Work of External Agencies.

Such vetting is to 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 all pupils. Our school will therefore assess the suitability and effectiveness of input from external agencies or individuals to ensure that:

- All messages communicated to pupils are consistent with the ethos of the school and do not marginalise any communities, groups or individuals;
- All Activities are properly embedded in the curriculum and clearly mapped to schemes of work and matched to the needs of pupils.

By delivering a broad and balanced curriculum, augmented by the use of external sources where appropriate, we will strive to ensure our pupils recognise risk and build resilience to manage any such risk themselves where appropriate to their age and ability but also to help pupils develop the critical thinking skills needed to engage in informed debate.

### **School Lettings**

The school's admin team and site manager will vet any outside agencies who wish to use the school's premises.

### **Child Protection**

Please refer to our Safeguarding/ Child Protection Policy for the full procedural framework on our child protection duties.

Staff at our school will be vigilant to the fact that whilst Extremism and Radicalisation is broadly a safeguarding issue, there may be some instances where a child or children may be at direct risk of harm or neglect. For example; this could be due to a child displaying risky behaviours in terms of the activities they are involved in or the groups they are associated with or staff may be aware of information about a child's family that may equally place a child at risk of harm. (These examples are for illustration and are not definitive or exhaustive) Therefore, all adults working at our school (including visiting staff, volunteers' contractors, and students on placement) are required to report instances where they believe a child may be at risk of harm or neglect to the Designated Safeguarding Lead (DSL) or a member of the safe guarding team in her absence.

Safeguarding Concerns will be recorded on the school's system of CPOMs (Child Protection Online Management System) and the DSL will monitor these.

### **Whistle Blowing**

Where there are concerns of extremism or radicalisation, pupils and staff will be encouraged to make use of our internal systems to Whistle Blow or raise any issue in confidence. Please refer to School Whistle Blowing Policy.

### **Training**

Whole school in-service training on Safeguarding and Child Protection will be organised annually for staff and governors and will comply with the prevailing arrangements agreed by the Local Authority and the Safeguarding Children Board and will, in part, include training on extremism and radicalisation and its safeguarding implications. Updates and opportunities for training will continue regularly across the year. The Designated Safeguarding Lead (The Headteacher) and The Prevent Leads will attend training courses as necessary and the appropriate inter-agency training organised by the Safeguarding Children Board at least every two years, again this will include training on extremism and radicalisation and its safeguarding implications.

### **Recruitment**

The arrangements for recruiting all staff, permanent and volunteers, to our school, will follow LA guidance for safer recruitment best practice in education settings, including, but not limited to: ensuring that DBS checks are always made at the appropriate level, that references are always received and checked and that we complete and maintain a single central record of such vetting checks.

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We will apply safer recruitment best practice principles and sound employment practice in general and in doing so will deny opportunities for inappropriate recruitment or advancement. 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 on-going culture of vigilance within our school and staff team we will minimise the opportunities for extremist views to prevail.

### **Role of Governing Body**

The Governing Body of our School will undertake appropriate training to ensure that they are clear about their role and the parameters of their responsibilities as Governors, including their statutory safeguarding duties.

The Governing Body of our school will support the ethos and values of our school and will support the school in tackling extremism and radicalisation.

In line with the provisions set out in the Department of Education guidance 'Keeping Children Safe in Education, 2020', the governing body will regularly challenge the school's senior management team on the delivery of this policy and monitor its effectiveness. There will be an annual Prevent item on the governing body agenda, to raise governors' awareness and to enable them to monitor whether the school is actively promoting British Values and is keeping children safe from the dangers of radicalisation and extremism. There is a Prevent Governor (John Buckingham), who will work closely with the Prevent Leads and who has responsibility for monitoring the school's response to the Prevent Duty, including a focus on safeguarding, understanding referral routes, staff training, working in partnership with other agencies and undertaking a risk assessment for the school.

Governors will review this policy regularly (every two years) and may amend and adopt it outside of this timeframe in accordance with any new legislation or guidance or in response to any quality assurance recommendations pertaining to the delivery of this policy and the overall safeguarding arrangements made.

**Policy Written: November 2021**

**To be reviewed: November 2022**

**Appendix 1: Guidance Documents**

DfE Promoting Fundamental British values

<https://www.gov.uk/government/publications/promoting-fundamental-british-values-throughsmc>

DfE Prevent duty guidance <https://www.gov.uk/government/publications/protecting-children-from-radicalisation-the-preventduty>

DfE Social media guidance <https://www.gov.uk/government/publications/the-use-of-social-media-for-online-radicalisation>

Home Office: Prevent Duty Guidance

<https://www.gov.uk/government/publications/prevent-duty-guidance>

Materials for Schools DfE website: <http://www.educateagainsthate.com/>

<http://www.preventforschools.org/> [www.therespectprogramme.org.uk](http://www.therespectprogramme.org.uk)

The Active Change Foundation <http://www.activechangefoundation.org>

Resources and lesson plans - LB Hammersmith and Fulham

[www.lbhf.gov.uk/preventandschools](http://www.lbhf.gov.uk/preventandschools)

Hillingdon Inter Faith Network - schools programmes [admin@hifn.co.uk](mailto:admin@hifn.co.uk)

Resources for Parents Families Against Stress and Trauma (FAST) Guidance and information for families : <http://www.familiesmatter.org.uk/>

**Appendix 2 Hillingdon's Safeguarding Responsibilities**

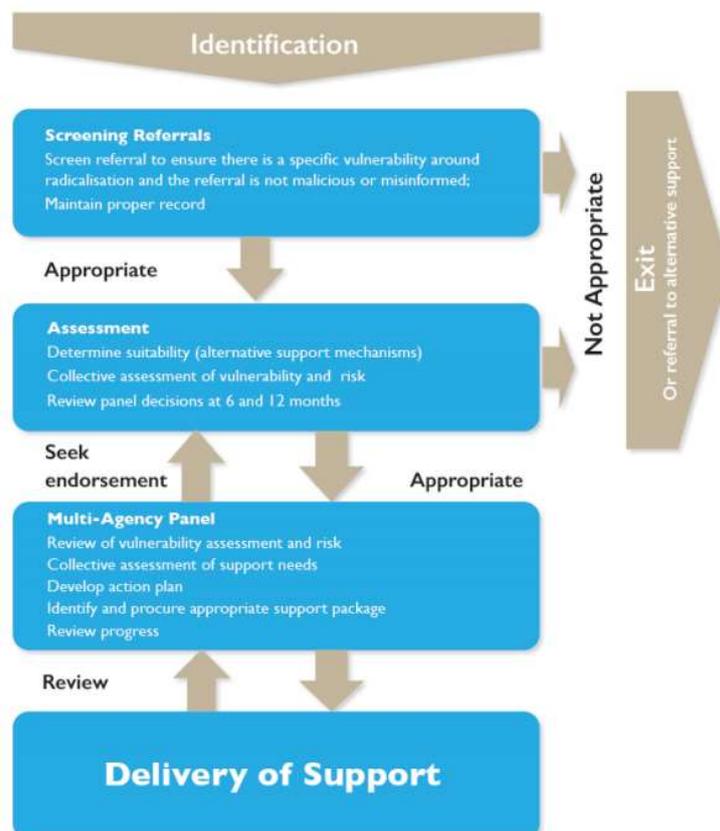
Working Together to Safeguard Children <https://www.gov.uk/government/publications/working-together-to-safeguard-children--2>

identifies exposure to, or involvement with, groups, or individuals who condone violence as a means to a political end as a particular risk for some children. All children and young people's partnerships should have an agreed process in place for safeguarding vulnerable individuals including children's, transition and adult's services. Local Safeguarding Children Boards (LSCBs) and local authorities should ensure they are informed of the particular risks in their area.

Within the London Borough of Hillingdon, there is a Prevent Multi-Agency Partnership group that are responsible for coordinating work on this agenda. The "Channel" process is established in Hillingdon, which consists of a referral process and processes for responding to identified risk and need, and in providing appropriate support. For more detail see Channel duty guidance : <https://www.gov.uk/...data/.../Channel Duty Guidance April 2015.pdf>

Channel referrals should therefore be prioritised by the local authority and other statutory partners in all their work to safeguard vulnerable individuals. Channel should be considered alongside other early intervention measures such as work undertaken to support and divert young people from anti-social behaviour, gangs or drugs. Awareness of Prevent and an understanding of the risks it is intended to address are both vital. Professionals can help to identify, and to refer to the relevant agencies, children whose behaviour suggests that they are being drawn into terrorism or extremism.

Schools and other agencies working with children and young people, can help to protect children from extremist and violent views in the same ways that they help to safeguard children from other risks. All organisations should have an awareness of the prevent duty and the various forms radicalisation takes in being able to recognise signs and indicators of concern and respond appropriately.



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### Appendix 3) Prevent referral form

| REFERRAL PROCESS   |
|--|
| <p><b>By sending this form you consent for it to arrive with both your dedicated Local Authority safeguarding team &amp; Prevent policing team for a joint assessment.</b> 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 &amp; other case sensitivities.</p> <p>Once you have completed this form, please email it to: <a href="mailto:preventreferrals@met.pnn.police.uk">preventreferrals@met.pnn.police.uk</a></p> <p>If you have any questions whilst filling in the form, please call: Hillingdon LA Prevent Team 07946714637</p> |

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

- 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 *any* 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

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| PERSON WHO FIRST IDENTIFIED THE CONCERNS              |  |
|---|--|
| <b>Do they wish to remain anonymous?</b>              | Yes / No                                 |
| <b>Forename:</b>                                      | Referrers First Name(s)                  |
| <b>Surname:</b>                                       | Referrers Last Name                      |
| <b>Professional Role &amp; Organisation:</b>          | Referrers Role / Organisation            |
| <b>Relationship to Individual:</b>                    | Referrers Relationship To The Individual |
| <b>Contact Telephone Number:</b>                      | Referrers Telephone Number               |
| <b>Email Address:</b>                                 | Referrers Email Address                  |
| PERSON MAKING THIS REFERRAL (if different from above) |  |
| <b>Forename:</b>                                      | Contact First Name(s)                    |
| <b>Surname:</b>                                       | Contact Last Name                        |
| <b>Professional Role &amp; Organisation:</b>          | Contact Role & Organisation              |
| <b>Relationship to Individual:</b>                    | Contact Relationship to the Individual   |
| <b>Contact Telephone Number:</b>                      | Contact Telephone Number                 |
| <b>Email Address:</b>                                 | Contact Email Address                    |

| RELEVANT DATES  |  |
|---|--|
| <b>Date the concern first came to light:</b>  | When were the concerns first identified?   |
| <b>Date referral made to Prevent:</b>   | Date this form was completed & sent off?   |
| <b>FOR EXAMPLE:</b> <ul style="list-style-type: none"> <li>Victim of crime, abuse or bullying.</li> <li>Work, financial or housing problems.</li> <li>Citizenship, asylum or immigration issues.</li> <li>Personal problems, emotional difficulties, relationship problems, family issues, ongoing court proceedings.</li> <li>On probation; any erratic, violent, self-destructive or risky behaviours, or alcohol / drug misuse or dependency.</li> <li>Expressed feelings of injustice or grievance involving any racial, religious or political issue, or even conspiracy theories.</li> <li>Educational issues, developmental or behavioural difficulties, mental ill health (see <b>Safeguarding Considerations</b> below).</li> <li>Please describe any other need or potential vulnerability you think may be present but which is not mentioned here.</li> </ul> |  |
| <b>OTHER INFORMATION</b>  | 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   |  |

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

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### SAFEGUARDING CONSIDERATIONS

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

### INDIVIDUAL'S EMPLOYMENT / EDUCATION DETAILS

|  |                                       |
|--|---------------------------------------|
| <b>Current Occupation &amp; Employer:</b>        | Current Occupation(s) & Employer(s)   |
| <b>Previous Occupation(s) &amp; Employer(s):</b> | Previous Occupation(s) & Employer(s)  |
| <b>Current School / College / University:</b>    | Current Educational Establishment(s)  |
| <b>Previous School / College / University:</b>   | Previous Educational Establishment(s) |

### THANK YOU

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.