

LEARNING TOGETHER TO BE OUR BEST

**DOVER PARK
PRIMARY SCHOOL**



Tackling Extremism and Radicalisation Policy

Date agreed: January 2022

Review date: January 2024

Signed: _____

Chair Board of Governors

1. POLICY STATEMENT

Dover Park 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 acting promptly to provide them with support.

2. LINKS TO OTHER POLICIES

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

- Child Protection Policy and Procedures
- Safeguarding Policy and Procedures
- Single Equalities Policy
- Anti-bullying Policy
- Positive Behaviour 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 DfE
- Promoting fundamental British values as part of SMSC in schools

3. AIMS AND PRINCIPLES

3.1 The Dover Park 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 is 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 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. DEFINITIONS AND INDICATORS

- 4.1 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.
- 4.2 Extremism is defined as the holding of extreme political or religious views.
- 4.3 There are a number of behaviours which may indicate a child is at risk of being radicalised or exposed to extreme views. These 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 centered 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;
 - physical or verbal assault
 - provocative behaviour
 - damage to property
 - derogatory name calling
 - possession of prejudice-related materials
 - prejudice related ridicule or name calling
 - inappropriate forms of address
 - refusal to co-operate
 - attempts to recruit to prejudice-related organisations
 - condoning or supporting violence towards others.

5. PROCEDURES FOR REFERRALS

- 5.1 Although serious incidents involving radicalisation have not occurred at Dover Park 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 and the 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. (See appendix 1 – Dealing with referrals)
- 5.2 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 practice.

- 5.3 3 members of the Senior Leadership Team (SLT) are trained as Designated Senior Leaders for Child Protection and Safeguarding and will deal swiftly with any referrals made by staff or with concerns reported by staff.
- 5.4 The Head Teacher/SLT 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 (see appendix 1 – Dealing with referrals)
- 5.5 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 Child Protection Policy and Procedures.

6. GOVERNORS, LEADERS AND STAFF

- 6.1 The Head Teacher, Deputy Head and Inclusion Leader 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 Child Protection Policy and Procedures on the STAFF SHARE area.
- 6.2 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.
- 6.3 The SLT will work in conjunction with the Head Teacher, CFLO and external agencies to decide the best course of action to address concerns which arise.
- 6.4 Prejudicial behaviour can be a factor in radicalisation and extremism. With this in mind, Dover Park Primary School has updated procedures for dealing with prejudicial behaviour, as outlined in the Behaviour Policy and Single Equalities Policy.

7. THE ROLE OF THE CURRICULUM

- 7.1 Our curriculum is broad and balanced. It promotes the British Values of 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.
- 7.2 Our PSHE and SMSC provision is embedded across the curriculum. 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. (See Appendix 4 – PSHE Curriculum Overview)
- 7.3 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.

8. STAFF TRAINING

- 8.1 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. (See Appendix 2- Stafftraining)

9. VISITORS AND THE USE OF SCHOOL PREMISES

- 9.1 If any member of staff wishes to invite a visitor into the school, they must first seek agreement from the Head Teacher. The visitor can then enter school but may be subject to Safeguarding Checks including DBS checks and photo identification as appropriate for the length and reason for the visit. Children are NEVER left unsupervised with external visitors, regardless of safeguarding check outcomes.
- 9.2 Upon arriving at the school, all visitors, 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.
- 9.3 If any agreement is made to allow non-school groups or organisations to use the premises, appropriate checks will be made before agreeing the contract. Usage will be monitored and in the event of any behaviour not in-keeping with the Tackling Extremism and Radicalisation Policy, the school will contact the police and terminate the contract.

10. ADDITIONAL MATERIALS

- 10.1 See Appendix 3 for further reading

11. POLICY REVIEW

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

Ratified by the Governing Body

Signed Chair of Governors Date:

This policy will be reviewed on or before the following date: September 2017

Appendix 1 – Dealing with referrals

We are aware of the potential indicating factors that a child is vulnerable to being radicalised or exposed to extreme views, including peer pressure, influence from other people or the internet, bullying, crime and anti-social behaviour, family tensions, race/hate crime, lack of self-esteem or identity, prejudicial behaviour and personal or political grievances

In the event of prejudicial behaviour the following system will be followed;

- All incidents of prejudicial behaviour will be reported directly to the Head Teacher, inclusion Leader or a member of the SLT.
- All incidents will be fully investigated and recorded in line with the Positive Behaviour Policy and records will be kept in line with procedures for any other safeguarding incident.
- Parents/carers will be contacted and the incident discussed in detail, aiming to identify motivating factors, any changes in circumstances at home, parental views of the incident and to assess whether the incident is serious enough to warrant a further referral. A note of this meeting is kept alongside the initial referral in the Safeguarding folder.
- The SLT follow-up any referrals for a period of four weeks after the incident to assess whether there is a change in behaviour and/or attitude. A further meeting with parents would be held if there is not a significant positive change in behaviour.
- If deemed necessary, serious incidents will be discussed and referred to Children's Services via HANTS Direct.

Appendix 2 - Staff Safeguarding Training

Type of Training	Delivered by	Delivered to	When and at what frequency
Prevent Training	E&D Consultant	All staff, governors, office staff, site management and dinner supervisors	2022 Repeated for all staff during first half of Autumn half term each academic year
Channel General Awareness Module	College of Policing. (online Training)	All SLT	2023
Prevent for Leaders and Managers	The Education & Training Foundation (online training)	All SLT	2022 Refresh every 2 years.
Safer Recruitment Training	IOW LA	AW, KS and Chair of Governors	2022 Refreshed on 3-year basis. Certificates held in school Safeguarding Folder
Safeguarding and Child Protection Training	IOW LA	AW, RA, KS and designated governors for child protection	Update KCSiE 2022- 2/9/22 Refreshed on 2-year basis. Certificates held in school Safeguarding Folder
Safeguarding and Child Protection Training – L2	IOW LA	All staff, governors, office staff, site management and dinner supervisors	September 2023 Repeated for all staff during first half of Autumn half term every 2 years
Safeguarding Update in light of KCSiE 2022	AW	All staff	2/9/2022
Toxic Trio (domestic violence, substance abuse, mental health)	IOW LSCB	Inclusion Leader KS	2023

Tackling Female Genital Mutilation	E&D Consultant	All staff, office staff, site management and dinner supervisors	2022 Repeated for all staff during first half of Autumn half term each academic year
FGM: Recognising and Preventing FGM V1.3	Home Office Virtual College	All SLT	2022 Re-fresh every 2 years.
Child Sexual Exploitation	(online training)	All SLT	2023
Role of the LADO/Safer working practices for school staff	IOW LSCB LADO (Paul Barnard)	All staff, office staff, site management and dinner supervisors	2022

Looked After Children Training for DSLs	Children Education Service IOW	KS DSL for Looked After Children	Certificates held in school Safeguarding Folder July 2022
Looked After Children Training for DSLs	Looked After Children Training for DSLs	KS	Designated Teacher Network Meetings – Termly
Fire Safety Training	IOW Health and Safety Consultants	All staff, office staff, site management and dinner supervisors	June 2022 Repeated for all staff during first half of Autumn half term each academic year
IOW LSCB Learning Lessons Workshop	IOW LSCB	AW, KS	2023 Refresh every 3 years.
CAF and Information Sharing	IOW LA	KS, CJ	Update 2023

Appendix 3 - Additional materials (Available in Staffroom, on school website or by searching online)

- The Prevent Strategy, GOV.UK – Home Office
- The Prevent Duty for Schools GOV.UK
- Keeping Children Safe in Education
- Working Together to Safeguard Children
- Safer Working Practices
- Promoting fundamental British values as part of SMSC in school
- Learning Together to be Safe: A Toolkit to Help Schools Contribute to the Prevention of Violent Extremism was published in 2008 by the Department for Children, Schools and Families (DCSF), a predecessor of the Department for Education.

This policy should be read alongside our policies and procedures on:

- Safeguarding Policy and procedures
- Child Protection Policy
- Code of conduct for staff and volunteers
- Managing allegations against staff and volunteers
- Recording and information sharing
- Complaints
- Safer Recruitment
- E-safety
- Whistleblowing
- Anti-bullying
- Health and Safety
- Role of Designated Safeguarding Lead
- Dealing with disclosures and concerns about a child or young person

This school is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share in this commitment.

Appendix 4 – PSHE Curriculum Overview

	AUTUMN		SPRING		SUMMER	
Seal links	New Beginnings Getting on and Falling Out		Relationships Changes		Good to be me Going for goals	
BLP Links	Enjoyment (Friendships)	Perseverance (bullying/conflict)	Imagination (support)	Respect (Body/feelings)	Motivation (Drugs & personal safety)	Aspiration (Transitions)
R	Me - a special person	My special people	Being healthy and safe	Growing & changing (body)	People who help	Being involved
1	Working well together	Other people are special too	Caring for myself	Caring for others	Keeping safe	Looking forward
2	Changing friendships	Taking charge	Celebrating and recognising difference	Who is in charge	My body is important	Looking forward
3	Settling in	Focus on feelings	Making friends	Keeping safe in school	In someone else's shoes	People and their work
4	Feeling good	Keeping healthy	Changes in families	Ups and downs in relationships	Keeping safe outside school	Looking ahead
5	Who decides?	Risks and pressures	We're all different	It's my body (Y5 only)	Being involved in the community	Looking at the world
6	Managing conflict	The world of work	Taking responsibility for my own safety	Rights respect responsibilities and the law	Changing relationships	Transition and managing change
SMSC	Harvest Yr. 2	Anti-bullying week -Nov Yr. 4/5 Christmas	Year 1 Road Safety Chinese New Year Yr. 1	Sport Relief Yr. 5 Residential Easter Yr. 3	Yr. 6 Residential	Sports Day Yr. 6 Leavers

Units highlighted in blue cover the SRE curriculum

Indicators of radicalisation or extremism* and the resulting response from Dover Park Primary School

Characteristics as identified in key documents*	Possible behaviours displayed by pupils in school	Status	School's response Action - all incidents are to be reported to the Single Point of Contact SPOC (DSL- AW, KS)
Physical changes			
Possesses unexplained gifts and clothing (groomers will sometimes use gifts such as mobile phones and clothing to bribe a young person)	Children bring gifts into school and they don't clearly give appropriate reasons for having these gifts	Medium	Record in Behaviour Folder, report to DSL and parents- seek further advice if any disclosure reveals greater concern
Sudden or gradual change in physical appearance/ Changing their style of dress or personal appearance to accord with the group	Pupil wears clothing with slogans or statements affiliated to a particular radical group, child personal appearance changes and attributes it to a belonging to a particular radical group	Severe or Extreme (if they are demonstrating law breaking)	Severe: Record on CPOMS, report to the DSL who will refer to HANTS Direct Extreme (law breaking): Record on CPOMS, report to DSL & police
Sudden or unexpectedly wearing religious attire/ Possession of materials or symbols associated with an extremist cause	Pupil wears clothing with slogans or statements affiliated to a particular radical group, child personal appearance changes and attributes it to a belonging to a particular radical group, child is in possession of such items as website links, newspaper articles, magazines or religious symbols associated with a radical group	Severe or Extreme (if they are demonstrating law breaking)	Severe: Record on CPOMS, report to the DSL & HANTS Direct Extreme (law breaking): Record on CPOMS, report to the police
Social changes			
Cuts ties with their friends, family or community /Loss of interest in other friends and activities not associated with the extremist ideology, group or cause	Pupil missing from education or absent for extended periods with questionable reasons	Causing Concern	Report to EIO and follow LA guidance
	Parents report of a change in behaviour, friendships or actions and requests for assistance	Causing Concern	Record on CPOMS, seek advice/ investigation by CFLO
	Repeated or ambiguous requests for extended leave to a country where the family may be known to have links with radicals	Severe	Severe: Record on CP pink form, report to the DSL /EIO & possible referral to Hants Direct
Starts to become socially withdrawn/	Attempted withdrawal from lessons such as music, PE,	Medium	Record in Behaviour Folder, report to

refusal to co-operate	PSHE celebration events linked to other festivals and these reasons are attributed to following the demands of a particular ideology.		Inform DSL and parents. Seek further advice from HT if any disclosure reveals greater concern. Keep records of any letters written to school from the parent/carer or any meetings had with parents.
	Parents report of a change in behaviour, friendships or actions and requests for assistance	Causing Concern	
Begins to associate with others who hold radical views/ Communications with others that suggests identification with a group, cause or ideology/ attempts to recruit to prejudice-related organisations	Child states that parents, cousins, siblings etc. mention phrases/words/comments that indicate religious intolerance, parents report a change in behaviour, friendships or actions and requests for assistance, partner agencies report issues affecting pupils in the school	Causing Concern	Report to DSL on CPOMS/ Seek advice from HANTS Direct (which may result in a referral to the MASH team)
Bullies or demonises other people freely/ attempts to recruit to prejudice-related organisations	Discusses sympathy for groups such as Al-Qaeda, ISIS/ISIL, Al-Shabaab, Combat 18, BNP, Britain First, EDL, socially isolates and or bullies other children and/or selects friendship groups based on perceived faith, culture, heritage, makes derogatory comments about other religions or faiths	Causing Concern	Report to DSL on CPOMS/ Seek advice from HANTS Direct (which may result in a referral to the MASH team)
Associates with known radicals/ Spending increasing time in the company of other suspected extremists	Child states that parents, cousins, siblings etc. mention phrases/words/comments that indicate religious intolerance, parents report of a change in behaviour, friendships or actions and requests for assistance, partner agencies report issues affecting pupils in the school	Causing Concern	Report to DSL on CPOMS/ Seek advice from HANTS Direct (which may result in a referral to the MASH team)
Becoming dependent on social media and the internet/ possession of prejudice-related materials	Data swift report attempted visits to extremist website etc. Friends/parents report that child has accessed extremist information at home	Severe	Report on CPOMS/ Seek advice from HANTS Direct (which may result in a referral to the MASH team)
Begins to attend rallies and demonstrations for extremist causes	Parents report of a change in behaviour as the pupils is attending group sessions/rallies/demonstrations of known extremist or radical groups, reported incidences of pupils establishing friendships or actions with links to known extremist or radical groups and parents/carers request for assistance, partner agencies report issues affecting pupils in the school	Severe	Report on CPOMS/ Seek advice from HANTS Direct (which may result in a referral to the MASH team)
Visits extremist websites, networks	Dataswift identifies attempted visits to extremist	Severe	Report on CPOMS/ Seek advice from

and blogs	website etc. parents report that child has accessed extremist information at home, partner agencies report issues affecting pupils in the school		from HANTS Direct
Emotional and verbal changes			
Displays hatred or intolerance of other people or communities because they are different/ Using insulting to derogatory names for another group/ prejudice related ridicule or name calling/ inappropriate forms of address	Pupil makes derogatory comments about other religions or faiths	Medium OR Causing Concern depending upon frequency and regularity	Record on CPOMS, report to DSL and parents- seek further advice from SLT if any disclosure reveals greater concern. Report on CP Pink form/ Seek advice from HANTS Direct (which may result in a referral to the MASH team)
Begins to complain, often with anger, about governmental policies, especially foreign policy	Parents report of a change in behaviour, friendships or actions and requests for assistance	Causing Concern	Report on CPOMS/ Seek advice from HANTS Direct (which may result in a referral to the MASH team)
Begins to believe in government conspiracies	Parents report of a change in behaviour, friendships or actions and requests for assistance	Causing Concern	Report on CPOMS/ Seek advice from HANTS Direct (which may result in a referral to the MASH team)
Exhibits erratic behaviour such as paranoia and delusion	Parents report of a change in behaviour, friendships or actions and requests for assistance	Causing Concern	Report on CPOMS/ Seek advice from HANTS Direct (which may result in a referral to the MASH team)
Speaks about seeking revenge/provocative behaviour	Use of extremist 'hate' terms to exclude others to incite violence	Causing Concern	Report on CPOMS/ Seek advice from HANTS Direct (which may result in a referral to the MASH team)
Demonstrates sympathy to radical groups/ Attempts to recruit others to the group/cause	Discusses sympathy for groups such as Al-Qaeda, ISIS/ISIL, Al-Shabaab, Combat 18, BNP, Britain First, EDL and socially isolates other children and/or selects friendship groups based on perceived faith, culture, heritage	Causing Concern	Report on CPOMS/ Seek advice from HANTS Direct (which may result in a referral to the MASH team)
Starts to exhibit extreme religious intolerance/ derogatory name calling	Makes derogatory comments about other religions or faiths, discusses narrow viewpoints in RE lessons, graffiti symbols, writing or art work promotes extremist messages	Severe	Report on CPOMS/ Seek advice from HANTS Direct.
Advocates violence or criminal	Use of extremist 'hate' terms to exclude others to incite	Severe or Extreme	Severe: Report on CPOMS/ Seek advice

behaviour/ physical or verbal assault/ damage to property/ condoning or supporting violence towards others	violence, partner agencies report issues affecting pupils in the school	(if they are demonstrating law breaking)	Seek advice from HANTS Direct (which may result in a referral to the MASH team) Extreme (law breaking): Record on CPOMS, report to the police
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KEY DOCUMENTS

- *The Prevent duty, Departmental advice for schools and childcare providers
- *Keeping children safe in education, statutory guidance for schools and colleges DfE,
- *Working Together to Safeguard Children-DfE

Appendix 4 – Anti- Radicalisation & Anti Extremism Flow Chart

RESPONDING TO CONCERNS ABOUT A CHILD

