

**WEXHAM COURT PRIMARY SCHOOL**  
**Tackling Extremism and Radicalisation Policy**  
**2020 - 2025**



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| <b>Date Approved:</b>   | <b>Summer 2020</b>                            |
| <b>Date for Review:</b> | <b>Summer 2025</b>                            |
| <b>Responsibility:</b>  | <b>Head Teacher</b>                           |
| <b>Approved By:</b>     | <b>Full Governing Body &amp; Head Teacher</b> |

## **WEXHAM COURT PRIMARY SCHOOL**

### **TACKLING EXTREMISM AND RADICALISATION POLICY**

#### **1. POLICY STATEMENT**

Wexham Court 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 promptly providing them with support.

#### **2. LINKS TO OTHER POLICIES**

The Tackling Extremism and Radicalisation Policy links to the following policies;

- Anti-bullying Policy
- Behaviour Policy
- Child Protection and Safeguarding
- Equality Policy
- E-Safety Policy
- Lettings' Policy
- PSHE Policy
- SMSC Policy
- Teaching and Learning Policy
- Visiting Speakers

The following national guidelines should also be read when working with this policy;

- PREVENT Strategy (HM Gov 2011)
- Keeping Children Safe in Education
- Working Together to Safeguard Children (HM Gov 2015 updated 2018)

- The Prevent duty: Departmental advice for schools and childcare providers (DfE 2015 updated 2019)

### **3. AIMS AND PRINCIPLES**

**3.1** This 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 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 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** Extremism is defined in the 2011 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.

**4.2** Radicalisation refers to the process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups.

**4.3** British Values are democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs.

**4.4** 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 centred 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 or 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 Wexham Court 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, city and 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 practise.

**5.3** The Designated Senior Leaders for Child Protection and Safeguarding will deal swiftly with any referrals made by staff or with concerns reported by staff.

**5.4** The Head Teacher with 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.

## **6. GOVERNORS, LEADERS AND STAFF**

**6.1** The Designated Senior Leaders for Child Protection and Safeguarding are the leaders for referrals relating to extremism and radicalisation. In the unlikely event that the Designated Senior Leaders for Child Protection and Safeguarding are not available the SLT know the channels by which to make referrals. All staff have also been given the contact details to make referrals themselves.

**6.2** Staff have been 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** Staff have been fully briefed about what to do if they are concerned about the possibility of radicalisation relating to a member of staff, governor, volunteer, or if they need to discuss specific adults whom they consider to be vulnerable to radicalisation or extremist views.

**6.4** The Head Teacher will work in conjunction with the SLT and external agencies to decide the best course of action to address concerns which arise.

## **7. THE ROLE OF THE CURRICULUM**

**7.1** Our curriculum is broad and balanced. It 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.

**7.2** Our PSHE 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.

**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 PREVENT training 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.

## **9. VISITORS AND THE USE OF SCHOOL PREMISES**

**9.1** Visitors will be subject to Safeguarding Checks including DBS checks and photo identification. Children are not left unsupervised with external visitors.

**9.2** Upon arriving at the school, all visitors including contractors, will read the child protection and safeguarding guidance.

**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 2 for further reading

## **11. POLICY REVIEW**

**11.1** Wexham Court Primary School Tackling Extremism and Radicalisation Policy will be reviewed annually as part of the overall Child Protection and Safeguarding policy review.

This is a true version signed by

Mr J. Reekie, Chair of Governors

Signed:

Date:

Miss N Mehat Head Teacher

Signed:

Date:

Review date: Summer 2025

## 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 Designated Senior Leaders for Child Protection and Safeguarding.
- All incidents will be fully investigated and recorded on CPOMS and records will be kept in line with procedures for any other safeguarding incident.
- Parents/carers will be contacted if this is deemed appropriate 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, or if matters escalate.
- If deemed necessary, serious incidents will be discussed and referred to [preventreferrals@thamesvalley.pnn.police.uk](mailto:preventreferrals@thamesvalley.pnn.police.uk)



**Appendix 2 - Additional materials (Available in Staffroom, on school website or by searching online)**

- The Prevent Strategy, GOV.UK – Home Office
- Keeping Children Safe in Education DfE 2019
- Working Together to Safeguard Children HM Gov 2015
- 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.