Meridian Angel Primary School

Anti-Radicalisation Policy

Meridian Angel Primary School is fully committed to safeguarding and promoting the welfare of all its pupils. As a school we recognise that safeguarding against radicalisation is part of the schools wider safeguarding duties and is no different from safeguarding against any other forms of harm or vulnerability. All staff uphold and promote the fundamental principles of British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs.

Meridian Angel Primary school fully accepts the school's legal responsibility to implement the Prevent Duty under section 26 of the Counter-Terrorism and Security Act 2015 (the CTSA 2015). We fully exercise our functions, to have "due regard to the need to prevent people from being drawn into terrorism". During the ***process*** of radicalisation it is possible to intervene to prevent vulnerable people being radicalised.

LA Contact

LA Prevent Programme Manager: **Sujeevan Ponnampalam - 02081321393**

LA Prevent Education Officer: **Evie Gibson - 02031484352**

1. **Aims**

1.1) To ensure that staff are fully engaged in being vigilant about radicalisation and violent extremism
1.2) To overcome the professional belief that radicalisation and extremism will not happen here
1.3) To ensure that our organisation is committed to safeguarding and promoting the welfare of our young people. We recognise that safeguarding against radicalisation is no different from safeguarding against any other vulnerability.
1.4) To ensure that we work alongside other professional bodies and agencies to keep our young people safe from harm.
1.5) That all staff uphold and promote the fundamental principles of British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs.

2. Objectives

2.1) All staff will have an understanding of what radicalisation and extremism are and why we need to be vigilant in our organisation.
2.2) All staff will know what the policy is on anti-radicalisation and extremism and will follow the policy when issues arise.
2.3) All parents/carers and young people will know that the organisation 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. Definitions

3.1) 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.
3.2) Extremism is defined as the holding of extreme political or religious views.
3.3) Terrorism is defined as actions including violence, endangerment to life, damaging property as a way of intimidating the public or government to advance a political, religious, racial ideology.

4. Introduction

4.1) The Government assesses that the UK is a high priority target for international terrorists and is likely to remain so for the foreseeable future. In practice this means a threat from British nationals and UK-based terrorists as well as from foreign terrorists planning attacks from abroad.
4.2) In addition to these, other UK-based extremist groups including racist and fascist organisations and far-right extremist groups also pose a threat to public order and the British multicultural way of life. These groups often aspire to campaigns of violence against individuals, families and particular communities and, if unchecked, may provide a catalyst for alienation and disaffection within particular ethnic communities.
4.3) Evidence suggests that the route to violent far-right extremism often begins with organisations seeking to recruit young people and even arranging specific training activities that include encouraging the use of guns and knives.
4.4) The Security Service's appraisal of terrorist threats currently facing the UK can be found at: www.mi5.gov.uk/output/Page16.html
4.5) A list of the groups or movements that encourage the use of violence and meet the conditions for being banned – proscribed – under counter-terrorism legislation is at: www.homeoffice.gov.uk/security/terrorism-and-the-law/terrorism-act/proscribed-groups

5. What the Government is doing to prevent violent extremism

5.1) The Government has a **'Prevent'** strategy as part of its overall approach to countering terrorism with the aim of **preventing people becoming terrorists or supporting violent extremism**.

5.2) The Prevent strategy has five strands designed to address the factors that research suggests can cause people to become involved in violent extremism. The five strands are:

- **challenging** the violent extremist ideology and supporting mainstream voices
- **disrupting** those who promote violent extremism and supporting institutions where they may be active
- **supporting individuals** who are being targeted and recruited to the cause of violent extremism
- increasing the **resilience** of communities to violent extremism
- **addressing grievances**, both genuine and perceived, that ideologues are exploiting. These can stem from national or international issues i.e. foreign policy, or local experiences of racism or community conflict

6. The path to violent extremism

6.1) Evidence suggests that the 'radicalisation' process is not linear or predictable and the length of time taken can differ greatly from a few weeks to a few years. It does not always result in violence.

6.2) The secondary school age period is often when the process of radicalisation starts which eventually tips them into choosing to undertake violent or criminal acts.

6.3) Young people will generally become involved in violent extremist movements under the influence of others. Initial contact could be via peers, older siblings, other family members or acquaintances. The process can often be a social one, where interaction is more likely to be outside school settings, often in unsupervised environments i.e. gyms, café's, or in private homes.

6.4) Evidence suggests that the internet is now playing a much more important role. Both violent extremist videos and propaganda can be accessed via websites or contact via social networking sites.

6.5) Violent extremists *of all persuasions* usually attract people to their cause through a persuasive narrative. Extremist narratives have the potential to influence views to varying degrees: inspiring new recruits, helping to embed beliefs of those with established extreme views, or persuading others of the legitimacy of their cause.

7. Factors that make a young person susceptible to adopting extremist views and supporting violence

7.1) Available evidence suggests there is no single profile of a person likely to become involved in extremism, or single indicator of when a person might move to adopt violence in support of extremist ideas. However it does appear the decision by a young person to become involved in violent extremism:

- may begin with a search for answers to questions about identity, faith and belonging
- may be driven by the desire for 'adventure' and excitement
- may be driven by a desire to enhance the self-esteem of the individual and promote their 'street cred'
- is likely to involve identification with a charismatic individual and attraction to a group which can offer identity, social network and support

7.2) Adolescents exploring issues of identity can feel both distant from their parents' cultural and religious heritage and uncomfortable with their place in society around them. Extremist ideas can help provide a sense of purpose or feeling of belonging.

7.3) The young person may have experienced a personal crisis where significant tensions within a family produce a sense of isolation for the young person, from the certainties of family life. This is more likely now during Covid-19 situations at home and off school.

7.4) Migration, local tensions or events affecting families in countries of origin may contribute to alienation from UK values and a decision to cause harm to symbols of the community or state.

7.5) Young people may perceive their aspirations for career and lifestyle undermined by limited school achievement or employment prospects. This can translate to a generalised rejection of civic life and adoption of violence as a symbolic act.

7.6) A young person may have been involved in group offending or, on occasion, have been linked to organised crime and be drawn to engagement in extremist, potentially criminal, activities

7.7) Other factors include – ideology and politics/ provocation and anger /a need for protection/ fascination with violence, weapons and uniforms/ youth rebellion, seeking family and father substitutes/ seeking friends and community and seeking status and identity.

8. The role education can play

8.1) Education can play a powerful role in encouraging young people to challenge ideas, think for themselves and take responsibility for their actions.

8.2) Staff need to ensure they know their pupils, listening and responding to their changing needs. If members of staff have concerns about behaviour patterns, they should seek advice from other partners and use their professional judgement to consider whether a young person might be at risk.

8.3) Our curriculum 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.

8.4) Our PSHEE (Personal, Social, Health and Economic Education), Citizenship and SMSC (Spiritual, Moral, Social and Cultural) provision is embedded across the curriculum, and underpins the ethos of the school.

8.5) 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.

8.6) Our young people are taught about how to stay safe when using the Internet, are encouraged to recognise that people are not always who they say they are online and are encouraged to seek adult help if they are upset or concerned about anything they read or see on the Internet.

8.7) 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 (latest whole staff training on Prevent 01st September 2023).

9. Signs or behaviour to look out for

9.1) There are a number of signs or behaviours that may cause staff concern which would require them to use their professional judgement to determine whether a response is needed. Staff will need to take into consideration how reliable or significant signs are and whether there are other factors or issues that could indicate vulnerability.

9.2) What staff might see or hear:

- Graffiti symbols, writing or art work promoting extremist messages or images
- Pupils accessing extremist material online, including through social networking sites
- Parent/carer reports of changes in behaviour, friendship or actions and requests for assistance, hostility towards former associates and family.
- Partner schools, local authority services, and police reports of issues affecting pupils in other schools
- Pupils voicing opinions drawn from extremist ideologies and narratives
- Use of extremist or 'hate' terms to exclude others or incite violence
- Possession of extremist literature: possession of material regarding weapons, explosives or military training.

9.3) Staff should also be vigilant around the behaviour and viewpoints of other adults in the organisation. For example, staff, agency staff and visitors may express views, bring material into the school, use or direct pupils to extremist websites, or act in other ways to promote violent extremist views. Their actions might constitute a breach of the relevant professional standards or may be illegal. In such an event, staff would be asked to leave the premises and the police and local authority may be contacted.

10. The school will:

10.1) Strictly apply its safer recruitment procedures which include DBS checks and references which are in light with '*Keeping children safe in Education, 2023'*

10.2) Ensure that teachers do not use teaching materials which may encourage intolerance
10.3) Ensure pupils are not actively encouraged by teachers or visitors to the school to support extremist views of any form.
10.4) Provide regular staff training, including newly appointed staff when undergoing induction on the practice of this policy within the school (latest whole staff training on Prevent from the LA 14th Oct 2020).
10.5) Regularly monitor staff conduct and where necessary, i.e. in extreme cases where it is felt that the staff is a cause for concern, the school will contact the relevant authorities (central Prevent Team, local Police enforcement, etc) for advice on the matter.
10.6) Identify a named 'Prevent' Single Point of Contact. This is: **Jade Hitchens**

11. Staff will:

11.1) Wherever possible, challenge racist or extremist views or behaviour. This could be in the form of removing hate-related graffiti, challenging views expressed through discussions, or supporting pupils in a key work session or through the restorative justice process.
11.2) Record any minor incident on an incident report and given to their line manager where they will be dealt with and filed in the pupil's personal file but also in the school's racist incidents and/or bullying log. (Recording the incident creates a chronology of what happened and when it happened. It also shows a history of events and allows analysis of any patterns over time which is crucial in determining if the young person is seriously at risk. This also provides evidence of events when working other agencies).
11.3) Report any major concerns. If staff feel that there are signs that the young person's behaviour or views could be an indicator of their vulnerability to radicalisation or extremism, then the procedure follows that of the Safeguarding Policy as outlined below.
11.4) Make an immediate verbal report to the headteacher or Designated Safeguarding Lead if out of hours by telephone if necessary.
11.5) As soon as possible***, make a full written report for the attention of the Designated Safeguarding Lead.*** (Remember that your report will form the basis for any further investigation, and needs to be able to be read and understood by professionals from other agencies).
11.6) Ensure that the words of the young person are used in the report and not the interpretation or understanding of those words by a member of staff.

12. Reporting – Managers will:

12.1) Take any further steps needed to ensure the immediate safety of children, which may include the re-location of children, re-location of staff, calling in additional staff, suspending staff. (If it is judged to be necessary to suspend a member of staff, the staff member being suspended must be told in person where possible, by the headteacher, reminded of the conditions of suspension and immediately escorted from the premises).

- **If issues relate to staff**: During office hours call the Designated Safeguarding Lead (DSL) for the relevant authority. Refer to Designated Safeguarding Lead to contact Central Referral Tasking Unit (CRTU).
- **If issues relate to a young person:** Refer to Designated Safeguarding Officer to contact CRTU.
- **If issues relate to a visitor:** Refer to Designated Safeguarding Lead to contact CRTU.

12.2) Inform the Police if immediate intervention is necessary i.e. if a member of staff or visitor refuses to leave the site or evidence for a crime scene needs securing.

12.3) Set up a folder, to contain a tracker form, and all incident reports and documents relating to the referral.

12.4) Inform the allocated social worker and/or placing authority of each child/young person involved of the reported concern by phone or fax.

12.5) Care only - Send completed form to Ofsted, the allocated Social Worker, the allocated administration officer, and the Designated Safeguarding Officer Distribution list **(NB: The administration officer must ensure the information is stored in the appropriate folder.**

12.6) Inform the child/young person's parents or carers, unless there is good reason to delay doing so (e.g. family member is subject of concern). Before contacting parents, check the young person's file to ensure this course of action is in line with the child's legal status and placement plan.

12.7) Log and file copies of all reports in a confidential child protection file. When completed, retain the VTR file on site, unless the matter relates to a member of staff and therefore the files needs to be transferred to the HR department for filing. A File note needs to go into the child/young person's file to show a VTR file is in existence.

13. <u>What happens after a referral is made</u>:

13.1) The Central Referral Tasking Unit (CRTU) will carry out an initial screening process and will notify the Channel Co-ordinator.

13.2) Channel is a Multi-agency Process, which provides support to those who may be vulnerable and being drawn into terrorism. Channel uses existing collaboration between partners to support individuals and protect them from being drawn into terrorism.

13.3) The Channel Co-ordinator will conduct and initial review, contact partners and undertake a continuous risk assessment process. Where the individual is under the age of 18 they will liaise with the local CAF co-ordinator, safeguarding manager or social care officer in Children and Young People's Services, as well.

13.4) Channel operates alongside such safeguarding mechanisms such as MAPPA (Multi-Agency Public Protection Arrangements) and is not designed to replace this. A Channel Strategy Meeting will take place, on a needs basis and will involve a wider range of partners such as education and housing. It is chaired by the County Safeguarding Manager.

13.5) A support package will be provided, if deemed necessary and the case will be reviewed at regular intervals. Once the risk has been successfully reduced or managed, the panel will recommend that the case exists the process.

14. This document should be read in conjunction with:

14.1) The Safeguarding Policy and Procedure
14.2) The Anti-bullying Policy
14.3) The Behaviour Policy
14.4) The Online Safety Policy

Further recommended reading includes:
1.4.4) Learning together to be safe: A toolkit to help schools/colleges contribute to the prevention of violent extremism, Department for Education
14.5) Guidance on Managing Persons believed to be Vulnerable to Radicalisation (VTR) or Influenced by Extremism.

Date adopted: September 2015

Reviewed: September 2025

Next Review: September 2026

Meridian Angel Primary School

I confirm that I have read the Anti-radicalisation Policy and understand the content.

Name:

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Signed:

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Date……..……