



Wildground Federation

Tackling Extremism and Radicalisation Policy

All children have the right to find out things and share what they think with others, by talking, drawing, writing or in any other way unless it harms or offends other people. Article 13, UNCRC

Children have the right to choose their own friends and join or set up groups, as long as it isn't harmful to others. Article 15, UNCRC

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

- PREVENT Strategy HM Government 2011
- The PREVENT Duty – Departmental Advice for Schools and Childcare Providers DFE 2019
- Keeping Children Safe in Education DFE 2019
- Working Together to Safeguard Children HM Government 2018
- Promoting Fundamental British Values as part of SMSC in Schools DFE 2014

Aims

We recognise that as a Federation we are well placed to be able to identify safeguarding issues, and this policy clearly sets out how the Federation will deal with such incidents and identifies how the curriculum and ethos underpins our actions.

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.

The objectives are that:

- All governors, teachers, teaching assistants and support staff will have an understanding of what radicalisation and extremism are and why we need to be vigilant in both schools.
- All governors, teachers, teaching assistants and support staff will know what the process 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 Federation 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.

Reporting procedures

As with all our safeguarding procedures it is important for us to be constantly vigilant and remain fully informed about the issues which affect the local area and society.

We believe that it is possible and necessary, to intervene to protect people who are vulnerable. Early intervention is vital and all staff are aware of the established processes for front line professionals to refer concerns about individuals and/or groups. We must have the confidence to challenge and to intervene and ensure that we have strong safeguarding practices based on the most up-to-date guidance and best practise.

There is one Designated Safeguarding Leads and three Deputy Designated Safeguarding Leads across the Federation who will deal swiftly with any concerns raised by staff and pass them on to the relevant authorities.

As with our safeguarding reporting procedures, staff are 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.

The Designated Safeguarding Leads will work in conjunction with external agencies to decide the best course of action to address concerns which arise.

Staff training

Through INSET opportunities, professional development and safeguarding training, we ensure that our staff are fully aware of the threats, risks and vulnerabilities that are linked to radicalisation and how this might be identified.

The role of the curriculum

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. Children should feel valued and not marginalised

Our SMSC provision is embedded across the curriculum and within all aspects of school life. It directs our Collective Worship 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. These themes are enriched further through our PSHE curriculum and RRE ethos.

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.

Policy Links

Tackling Extremism and Radicalisation Policy links to the following policies:

- Child Protection Policy and Safeguarding Procedures
- Equalities Policy
- Behaviour Management and Anti-Bullying Policy
- E-Safety and Acceptable Use Policy and Social Media Policy.

Appendix I

Definitions and Indicators

Extremism 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. We also include in our definition of extremism, calls for the death of members of our armed forces, whether in this country or overseas.

Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism leading to terrorism.

(Prevent strategy- Glossary- 2011)

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 or 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.

Appendix 2

Indicators of Vulnerability

Identity

- The pupil is distanced from their cultural and/or religious heritage and experiences;
- Discomfort about their place in society;
- Personal crisis – the pupil may be experiencing family tensions;
- A sense of isolation;
- 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;
- Events affecting the pupil'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 student pupil may have perceptions of injustice;
- A feeling of failure;
- Rejection of civic life.

Experiences of Criminality

- Involvement with criminal groups;
- Imprisonment.

Special Educational Needs

- Social interaction;
- Empathy with others;
- Understanding the consequences of their actions;
- Awareness of the motivations of others.