Oak Tree School
Tackling Extremism & Radicalisation Policy
2016-2017
This policy should be read with the following policies;

- **Safeguarding & Child Protection Policy**
- **Equality Policy**
- **Anti-Bullying Policy**
- **Positive Behaviour Management Policy**
- **E-Safety Policy**
- **PREVENT Strategy & Duty Guidance HM Gov**
- **Keeping Children Safe in Education DfE 2016**
- **Promoting fundamental British values as part of SMSC in schools DfE Nov 2014**
- **The Prevent duty DfE June 2015**
- **Working Together to Safeguard Children HM Gov 2015**

Owner:	Headteacher (Mike Deacy - Single Point of Contact)
Review date:	June 2018
Previous review date:	N/A New Policy

1. POLICY STATEMENT

Oak Tree 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 Oak Tree School Tackling Extremism and Radicalisation Policy links to the following Oak Tree School policies;

⬜ Child Protection and Safeguarding

⬜ Equality Policy

⬜ Anti-bullying Policy

⬜ Positive Behaviour Management 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 2016
⯀ Working Together to Safeguard Children HM Government 2015

3.1 The Oak Tree 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 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. DEFINTIONS 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 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 to derogatory names for another group.

Increase in prejudice-related incidents committed by that person – these may include;
- o physical or verbal assault
- o provocative behaviour
- o damage to property
- o derogatory name calling
- o possession of prejudice-related materials
- o prejudice related ridicule or name calling
- o inappropriate forms of address
- o refusal to co-operate
- o attempts to recruit to prejudice-related organisations
- o condoning or supporting violence towards others.

5. PROCEDURES FOR REFERRALS

5.1 Although serious incidents involving radicalisation have not occurred at Oak Tree 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 Safeguarding Lead (Mike Deacy - Headteacher) and Deputy Designated Safeguarding lead (Laura Horne – Deputy Headteacher) 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 Headteacher will discuss with senior leadership team 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 safeguarding policy found on the website or in the school office

6. GOVERNORS, LEADERS AND STAFF

6.1 The Headteacher and Deputy Headteacher are the leaders for referrals relating to extremism and radicalisation. In the unlikely event that no SLT members and the Headteacher are not available, all staff know the channels by which to make referrals via the safeguarding policy found on the website or in the school office.

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 Headteacher, SLT and external agencies will 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, Oak Tree School has updated procedures for dealing with prejudicial behaviour, as outlined in the Positive Behaviour Policy and Equality Policy.

7. THE ROLE OF THE CURRICULUM
7.1 Our curriculum is "broad and balanced" in accordance with Ofsted guidance. 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 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.

9. VISITORS AND THE USE OF SCHOOL PREMISES

9.1 If any member of staff wishes to invite a visitor in the school, they must first complete a visitor request form. Only after written agreement from the Headteacher can the visitor enter school and then they will be subject to Safeguarding Checks including DBS checks and photo identification. Children are NEVER left unsupervised with external visitors, regardless of safeguarding check outcomes.

9.2 Upon arriving at the school, all visitors including contractors, 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. POLICY REVIEW

10.1 The Oak Tree School Tackling Extremism and Radicalisation Policy will be reviewed annually as part of the overall Child Protection and Safeguarding policy review.

This policy will be reviewed on or before the following date: June 2018

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 SLT or the Headteacher.

⬜ 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 the Cornwall MARU 0300 1231 116 and the Cornwall Prevent Team 01392 452 555

⬜ In the event of a referral relating to serious and immediate concerns about potential radicalisation or extremism, the school will also contact Devon and Cornwall Police Prevent Team
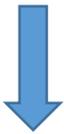
# Appendix 2 -ViSTs Flow Chart

DSL receives ViST

DSL shares ViST with Deputy DSL

Deputy DSL ascertains whether information is new

Deputy DSL cross references ViST againstcurrent information received from other multi-agency partners

If student is subject to current CP plan or open to CHIN Team, DSLs speak to allocated Social Worker/YSW for additional information and actions
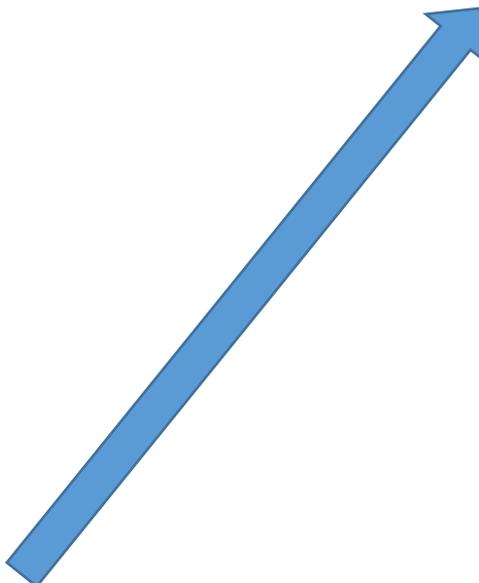
Deputy DSL then summarises and adds to chronology and CP file.
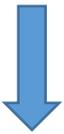
DSL decides whether to inform Teacher

Staff ascertain whether 'welfare check' and or THRIVE for student is required

Appendix 3 - PREVENT – VULNERABILITY ASSESSMENT FRAMEWORK

Staff Should:
- ✓ Identify individuals at risk of being drawn into terrorism
- ✓ Assess the nature and extent of that risk
- ✓ Develop the most appropriate support plan for the individuals concerned

Risk Assessment:

Nature of Risk:	Level of risk (1-5)*
Engagement with a group, cause or ideology	
Feelings of grievance and injustice	
Feeling under threat	
A need for identity, meaning or belonging	
A desire for status	
A desire for excitement and adventure	
A need to dominate and control others	
Susceptible to indoctrination	
A desire for political or moral change	
Opportunistic involvement	
Family or friends involvement in extremism	
Being at a transitional time of life	
Being influenced or controlled by a group	
Relevant Mental Health issues	
Over-identification with a group or ideology	
'Them and us' thinking	
Dehumanisation of the enemy	
Attitudes that justify offending	
Harmful means to an end	
Harmful objectives	
Individual knowledge, skills and competencies	
Access to networks, funding or equipment	
Criminal capability	
Total	

*5 is the greatest level of risk

Action Taken:

Action Taken:	✓	Date Action Completed:
Referral To Channel Process		
Referral to MARU		
Pastoral Support Plan		
Parents/Carers informed		
Staff informed		
No further Action		