

Ysgol Gynradd  
Parc Borrás



Borrás Park  
Primary School

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## **Tackling Extremism & Radicalisation Policy**

### **Borrás Park Community Primary School**

#### Accessible Formats

This document is available in English and Welsh in Microsoft Word and pdf formats in Comic Sans font size 12 as standard.

Other accessible formats including large print, Braille, BSL DVD, easy-read, audio and electronic formats, and other languages can be made available upon request.

To request a copy of this document in an accessible format contact Borrás Park Community Primary School (01978 346890).

## **1. POLICY STATEMENT**

Borras Park Community 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 the support.

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

Borras Park Community Primary School Tackling Extremism and Radicalisation Policy links to the following School policies;

- Child Protection and Safeguarding
- Equality Policy
- Anti-bullying Policy
- Positive Behaviour Management Policy
- E-Safety Policy.

## **3. AIMS AND PRINCIPLES**

3.1 The Borras Park Community 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 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 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 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 other 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 Borrás Park Community 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 and ‘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 All members of the Strategic 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. (see appendix 1 – Dealing with referrals).

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

6.1 The Head Teacher and all members of the SLT are the leaders for referrals relating to extremism and radicalisation. In the unlikely event that no SLT members and the Head Teacher are available, all staff know the channels by which to make referrals via the safeguarding board in the staffroom.

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, Pastoral Care Team 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 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. All school staff receive online Prevent Training with annual refreshers.

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

9.1 Only after agreement from the Head Teacher 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 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**

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

## **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.

Where there are concerns of extremism or radicalisation parents, pupils and staff will be encouraged to make use of our internal systems to raise any issue in confidence with senior management.

Our lead person for Prevent is the Designated Safeguarding Lead who would normally be the first point of contact should there be any concerns. The Designated Safeguarding lead will follow the school safeguarding procedure to refer any concerns. Additional advice can be obtained from the North Wales Police Prevent team where necessary.

If for any reason making a referral to the Designated safeguarding lead creates a difficulty for the referrer, they can contact John Grant 01978 295418 (to be determined by the school)

## Equality Impact Assessment

<b>Responsible Officer (Head Teacher)</b>	Rob Nicholson
<b>Assessment Owner</b>	Rob Nicholson
<b>e-mail address</b>	headteacher@borraspark-pri.wrexham.sch.uk
<b>Full job title</b>	Child Protection coordinator/Safeguarding lead
<b>Title of Policy</b>	Tackling Extremism & Radicalisation Policy
<b>Rationale:</b> Why is it being considered?  What need is being addressed?	Part of the school's Strategic Equality Plan
<b>Aim:</b> What is the intended outcome of the policy?	Ensure all staff are aware of issues and how to deal with them
<b>How:</b> How will it be delivered, by whom and by when?	Policy will be used by all practitioners at all times
<b>Who:</b> Who are the people likely to be affected by this policy?  How have you consulted with the people who are likely to be affected?	Pupils and staff  Discussed at staff meetings.
<b>Measures:</b> How will you know you have achieved your aims?  What are your measures / indicators of success?	Policy will be reviewed and updated where necessary. Policy will be shared with all stakeholders. Staff will adhere to policy.  Procedures followed correctly to safeguard pupils.
<b>Identify any other policy or decision [internal or external] that may affect your proposal. Consider this in terms of:</b> <ul style="list-style-type: none"> <li>• Statutory requirements; local policies e.g.</li> <li>• Regional decisions e.g. those made by cross county partnerships for your schools; and / or</li> <li>• National policies e.g. Welfare Reforms</li> </ul>	<b>The purpose of the policy to protect all children including those with protected characteristics.</b>

	Carers	Age CYP	Age Adults	Disability	Gender / Sex	Pregnancy and Maternity	Race/ Ethnicity	Religion or Belief	Sexual Orientation	Marriage and Civil Partners- hip	Gender Reassign- ment	Poverty	Welsh language / culture
<b>Q1</b> Would this proposal significantly affect how functions are delivered to any of these groups?													
<b>Q2</b> Would this discriminate against any of these groups?													
<b>Q3</b> Would this proposal advance the equality of opportunity for these groups?		+					+	+				+	
<b>Q4</b> Would this promote good relations between these groups and the wider community?													

Where you have identified a positive impact (+) in the Screening Tool, please outline this briefly using bullet points:

- It will ensure that children are safeguarded.
- Any concerns regarding radicalisation or extremism will be dealt with as a matter of urgency.

If your proposal will not have any impact on 'people' please outline why this is the case below:

**PLEASE NOTE:**

It is very rare that a project or proposal will not impact on people (you should also consider staff as well as client users/customers)

If your policy or change is as a result from a UK or Welsh Government directive, then you should impact assess the impact of this policy or change locally.

If you have indicated a possible negative effect on any Protected Characteristic within the screening tool, please complete the relevant sections of the Matrix below that correspond to that possible negative effect. You will need to consider:

- **What is the likely scale of the impact and how this can be reduced?**
- **Who are the people that are likely to be affected by this proposal, could they experience multiple disadvantage e.g. if they are young and have a disability.**

## EIA: Are we being fair?

Please complete the <u>relevant</u> sections of the Matrix below that correspond to any '-' symbols you have recorded in the screening tool	List what information you have used to identify these issues e.g. consultation, stakeholder involvement, reports, data ...	Based on the information you have gathered give a summary of key issues that have been identified.	How will you mitigate these issues to improve the service?	Who is officer responsible for delivering the mitigation?	Which other partners will you work with to achieve this?  (Governors, PTA etc.)	By when
Age CYP						

Please complete the <u>relevant</u> sections of the Matrix below that correspond to any ‘-’ symbols you have recorded in the screening tool	List what information you have used to identify these issues e.g. consultation, stakeholder involvement, reports, data ...	Based on the information you have gathered give a summary of key issues that have been identified.	How will you mitigate these issues to improve the service?	Who is officer responsible for delivering the mitigation?	Which other partners will you work with to achieve this?  (Governors, PTA etc.)	By when
Age Adult						
Disability						
Gender / Sex						
Pregnancy and Maternity						

Please complete the <u>relevant</u> sections of the Matrix below that correspond to any ‘-’ symbols you have recorded in the screening tool	List what information you have used to identify these issues e.g. consultation, stakeholder involvement, reports, data ...	Based on the information you have gathered give a summary of key issues that have been identified.	How will you mitigate these issues to improve the service?	Who is officer responsible for delivering the mitigation?	Which other partners will you work with to achieve this?  (Governors, PTA etc.)	By when
Race/ Ethnicity						
Religion or Belief						
Sexual Orientation						
Marriage and Civil Partnership						
Gender Reassignment						

Please complete the <u>relevant</u> sections of the Matrix below that correspond to any ‘-’ symbols you have recorded in the screening tool	List what information you have used to identify these issues e.g. consultation, stakeholder involvement, reports, data ...	Based on the information you have gathered give a summary of key issues that have been identified.	How will you mitigate these issues to improve the service?	Who is officer responsible for delivering the mitigation?	Which other partners will you work with to achieve this?  (Governors, PTA etc.)	By when
Welsh Language and Culture						
Poverty						

## Evidence Documents

Please list any documents that you have used in the EIA process as evidence, such as consultation reports; service user data; CENSUS or ONS statistics; etc. by title and where it is held should it be required in the event of a challenge.

All Wales Child Protection Procedures 2008

## Linked EIAs

Please list any other EIAs that may be linked to this one, such as operational EIAs if this is a strategic EIA.

Child Protection

Safeguarding

## Follow Up

Please respond to the following questions within **12 months** of implementation of the policy:

- a) Was any mitigation applied or was the proposal delivered as originally planned prior to the Equality Impact Assessment?
- b) Were the intended outcomes of the proposal achieved or were there other results?
- c) Were the impacts confined to the people you initially thought would be effected, or were other people affected? How?