



# Burlish Park Primary School



## Preventing Extremism and Radicalisation Procedures

DATE: January 2024

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## **Introduction**

Since 2010, when the Government published the Prevent Strategy, there has been an awareness of the specific need to safeguard children, young people and families from violent extremism. There have been several occasions both locally and nationally in which extremist groups have attempted to radicalise vulnerable children and young people to hold extreme views including views justifying political, religious, sexist or racist violence, or to steer them into a rigid and narrow ideology that is intolerant of diversity and leaves them vulnerable to future radicalisation.

Burlish Park Primary School values freedom of speech and the expression of beliefs/ideology as fundamental rights which underpin our society's values. Both pupils and adults in school have the right to speak freely and voice their opinions. However, freedom comes with responsibility and free speech that is designed to manipulate the vulnerable or that leads to violence and harm of others goes against the moral principles in which freedom of speech is valued. Free speech is not an unqualified privilege; it is subject to laws and policies governing equality, human rights, community safety and community cohesion.

Burlish Park Primary School is committed to providing a secure environment for pupils, where children feel safe and are kept safe. All adults at the school recognise that safeguarding is everyone's responsibility irrespective of the role they undertake or whether their role has direct contact with or responsibility for children or not.

These Preventing Extremism and Radicalisation Procedures are one element within our overall school arrangements to safeguard and promote the welfare of all children in line with our statutory duties set out at S157 of the Education Act 2002.

Our school's Preventing Extremism and Radicalisation Procedures also draw upon the latest guidance produced by the DFE Guidance 'Keeping Children Safe in Education'.

## **School Ethos and Practice**

When operating these procedures, the school uses the following accepted Governmental definition of extremism which 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; and/or calls for the death of members of our armed forces, whether in this country or overseas'.*

There is no place for extremist views of any kind in our school, whether from internal sources – pupils, staff, Trustees or advocates – or external sources – school community, external agencies or individuals. Our pupils see our school as a safe place where they can explore controversial issues safely and where our teachers encourage and facilitate this – we have a duty to ensure this happens.



As a school, we recognise that extremism and exposure to extremist materials and influences can lead to poor outcomes for children and so should be addressed as a safeguarding concern as set out in these procedures. We also recognise that if we fail to challenge extremist views, we are failing to protect our pupils.

Extremists of all persuasions aim to develop destructive relationships between different communities by promoting division, fear and mistrust of others based on ignorance or prejudice and thereby limiting the life chances of young people. Education is a powerful weapon against this; equipping young people with the knowledge, skills and critical thinking, to challenge and debate in an informed way.

Therefore, the school will provide a broad and balanced curriculum, delivered by skilled professionals, so that our pupils are enriched, understand and become tolerant of difference and diversity and also to ensure that they thrive, feel valued and not marginalized.

### **Recognising the indicators of vulnerability to radicalisation**

There is no such thing as a 'typical extremist': those who become involved in extremist actions come from a range of backgrounds and experiences, and most individuals, even those who hold radical views, do not become involved in violent extremist activity.

Pupils may become susceptible to radicalisation through a range of social, personal and emotional factors – it is known that violent extremists exploit vulnerabilities in individuals to drive a wedge between them and their families and communities. It is vital that school staff are able to recognise those vulnerabilities.

Indicators of vulnerability include:

- **Identity Crisis** – the pupil is distanced from their cultural/religious heritage and experiences discomfort about their place in society;
- **Personal Crisis** – the pupil may be experiencing family tensions; a sense of isolation; and 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 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; and events affecting the pupil 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 pupil may have perceptions of injustice; a feeling of failure; rejection of civic life;
- **Experiences of Criminality** – which may include involvement with criminal groups, imprisonment, and poor resettlement/reintegration;
- **Special Educational Need** – pupils may experience difficulties with social interaction, empathy with others, understanding the consequences of their actions and awareness of the motivation of others.



More Critical risk factors could include:

- Being in contact with extremist recruiters;
- Accessing violent extremist websites, especially those with a social networking element;
- Possessing or accessing violent extremist literature;
- Using extremist narratives and a global ideology to explain personal disadvantages;
- Justifying the use of violence to solve societal issues;
- Joining or seeking to join extremist organisations;
- Significant changes to appearance and/or behaviour
- Experiencing a high level of social isolation resulting in issues of identity crisis and/or personal crisis.

Any prejudice, discrimination or extremist views, including derogatory language, displayed by pupils or staff will always be challenged and where appropriate dealt with in line with our Behaviour for Learning Policy for pupils and the Code of Conduct for staff.

Our school is required to identify a Prevent Single Point of Contact (SPOC) who will be the lead within the organisation for Safeguarding in relation to protecting individuals from radicalisation and involvement in terrorism. The Prevent SPOC for Burlish Park Primary School is Mrs Heather Lindley.

When any member of staff has concerns that a pupil may be at risk of radicalisation or involvement in terrorism, they should speak with the Prevent SPOC or Headteacher. We will help support pupils who may be vulnerable to such influences as part of our wider safeguarding responsibilities and where we believe a pupil is being directly affected by extremist materials or influences, we will ensure that pupil is offered assistance. Additionally, in such instances our school will seek external support from the Local Authority, Worcestershire Children First and/or local partnership structures working to prevent extremism.

Our school will closely follow the locally agreed procedure as set out by Worcestershire Children First for safeguarding individuals vulnerable to extremism and radicalisation.

### **Teaching Approaches**

We will ensure that all of our teaching approaches help our pupils build resilience to extremism and give pupils a positive sense of identity through the development of critical thinking skills. The school will promote the values of democracy, the rule of law, individual liberty, mutual respect and tolerance for those with different faiths and beliefs. We will teach and encourage pupils to respect one another and to respect and tolerate difference, especially those of a different faith or no faith. It is indeed our most fundamental responsibility to keep our pupils safe and prepare them for life in modern multi-cultural Britain and globally.

We will also work with local partners, families and communities in our efforts to challenge extremist views and to assist in the broadening of our pupils' experiences and horizons.



## **Use of External Agencies and Speakers**

The school encourages the use of external agencies or speakers to enrich the experiences of our pupils; however, we will positively vet those external agencies, individuals or speakers who we engage to provide such learning opportunities or experiences for our pupils. This includes checking the DBS of all external providers and viewing material that will be used beforehand.

Such vetting is to ensure that we do not unwittingly use agencies that contradict each other with their messages or that are inconsistent with, or are in complete opposition to, the school's values and ethos.

Our school will assess the suitability and effectiveness of input from external agencies or individuals to ensure that:

- Any messages communicated to pupils are consistent with the ethos of the school and do not marginalise any communities, groups or individuals
- Any messages do not seek to glorify criminal activity or violent extremism or seek to radicalise pupils through extreme or narrow views of faith, religion or culture or other ideologies
- Activities are properly embedded in the curriculum and clearly mapped to schemes of work to avoid contradictory messages or duplication
- Activities are matched to the needs of pupils
- Activities are carefully evaluated by the school to ensure that they are effective

Therefore, by delivering a broad and balanced curriculum, augmented by the use of external sources where appropriate, we will strive to ensure our pupils recognise risk and build resilience to manage any such risk themselves where appropriate to their age and ability but also to help pupils develop the critical thinking skills needed to engage in informed debate.

## **Whistleblowing**

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

Please refer to the separate Whistleblowing Policy

## **Recruitment**

The arrangements for recruiting all staff, permanent and volunteers to our school, will follow Government guidance on safer recruitment best practice in education settings, including, but not limited to, ensuring that DBS checks are always made at the appropriate level, that online searches are carried out, that references are always received and checked and that we complete and maintain a Single Central Record of such vetting checks.



We will apply safer recruitment best practice principles and sound employment practice in general and in doing so will deny opportunities for inappropriate recruitment or advancement. We will be alert to the possibility that persons may seek to gain positions within our school so as to unduly influence our schools' character and ethos. We are aware that such persons seek to limit the opportunities for our pupils thereby rendering them vulnerable to extremist views and radicalisation as a consequence.

Therefore, by adhering to safer recruitment best practice techniques and by ensuring that there is an on-going culture of vigilance within our school and staff team we will minimise the opportunities for extremist views to prevail.

### **Role of the Trustees**

The Trustees will support the ethos and values of our school and will support the school in tackling extremism and radicalisation.

In line with the provisions set out in the latest DFE guidance 'Keeping Children Safe in Education' the Trustees will challenge the schools in our Trust on the delivery of these procedures and monitor their effectiveness.

The Senior Leadership Team will review these procedures annually.

### **Procedures Adoption, Monitoring and Review**

These procedures were considered and adopted by the school in line with their overall duty to safeguard and promote the welfare of children as set out in the latest DFE guidance 'Keeping Children Safe in Education'.

Parents/Carers will be issued a hard copy of these procedures on request.