



St Mary's Hampton

Church of England Primary School

Flourishing through faith, hope and love

RADICALISATION AND EXTREMISM POLICY

Review Frequency:	Two yearly
Next Review:	Spring 2026
Review Committee:	Personnel & Pastoral Committee
Agreed on:	Spring 2024

Signed:

(Headteacher)

(Chair, Personnel & Pastoral Committee)

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LEGAL BACKGROUND

The Counter-Terrorism and Security Act 2015 places a legal responsibility on schools to prevent people being drawn into terrorism and requires that they challenge extremist ideas. This duty came into force on 1st July 2015.

DEFINITIONS

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

Extremism is active or vocal opposition to fundamental British values including but not confined to: democracy; the rule of law; individual liberty; and mutual respect and tolerance of those with different faiths and beliefs.

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POLICIES

The Prevent Duty will be enshrined within all of the school's relevant policies, as they are reviewed, including:

- Safeguarding
- Curriculum
- Teaching and learning
- Equalities
- Information technology and E-safety
- Behaviour
- Anti-bullying
- Collective worship
- Religious education.

It is important to be aware that, whilst there is a lot of media coverage regarding Islamic extremism, there are other organisations, including extreme right wing groups, who can damage society and present a threat to the community. Schools should at all times ensure that their approach to the threat of radicalisation is **balanced, calm and proportionate**.

In Church of England schools, the Christian values that we teach sit very comfortably alongside the British values that in many cases have grown directly from the Christian heritage of this country. Christian values:

<http://www.christianvalues4schools.co.uk/>

British values: http://schools.london.anglican.org/uploads/document/2_0_british-values-in-c-of-e-schools-dec-

TRAINING

Prevent training is available and schools must undertake training with all staff as part of the process of being informed and alert. Free training has been available for some time in local authorities deemed to be Prevent priority areas (Home office and Police). It is now becoming more readily available in other areas. Prevent training is included in the annual safeguarding update for all staff, which is delivered by the headteacher.

PREVENT SINGLE POINT OF CONTACT (SPOC)

The single point of contact is the Designated Safeguarding Lead (DSL), Matthew White, Headteacher.

Members of staff will inform the SPOC of any concerns by completing a referral on CPOMS, the school's chosen safeguarding record management tool.

THINGS TO WATCH OUT FOR IN A CHILD

It is important to remember that the vast majority of children, of whatever background, will not get involved in extremist action and in many cases suspicious behaviour may be a result of other problems e.g. mental health issues, relationship, drug or alcohol problems, or just the rigours of the pre-teenage years. It is important not to jump to conclusions (not least because accusations of radicalisation could push vulnerable young people into the hands of radicals). However, as general good pastoral care, staff should immediately take note and act upon any of the following:

- Discomfort about 'fitting in' (*beyond normal range for pre-teenagers*)
- Appearing distanced from their own culture or heritage.
- Family tensions
- Isolation

- Low self-esteem or feelings of failure
- Lacking in empathy/poor social interaction
- Disassociation with an old group of friends and arrival of a whole lot of new friends
- Significant change in appearance and/or behaviour
- Hostile or inappropriate questions about faith and identity
- Sudden interest in religion
- Unhappiness following a move from one country to another
- Rejection of civic or community life
- Overly developed sense of grievance triggered by perceptions of racism or discrimination
- Involvement with criminal groups and/or imprisonment
- Failure to understand the actions and motivations of others.
- Accessing of violent or extremist websites or possessing violent or extremist literature
- Contact with known extremists
- Justifying the use of violence to solve society's ills
- Joining an extremist organisation
- If your knowledge of the family leads you to believe there is a risk.

It should also be remembered that outside events, such as tensions in the local community, events in the country of origin, in the case of migrants, or major world events (eg. Syrian conflict) can also disproportionately affect the feelings and actions of young people. All staff should be alert to these events and be ready to help young people understand them, and put them into context.

QUESTIONS FOR THE LEADERSHIP TEAM TO ASK

1. Are there significant differences in the way that different groups in the school achieve, attend and behave?
2. Are these groups separated out in any way?
3. If one group has chosen to be isolated - why?
4. Are there any emerging patterns of behaviour?
5. Do you understand what is happening?
6. What are you doing about it?
7. Have you analysed the type, rate and pattern of bullying in the school?
8. How do you tackle discriminatory or derogatory language?
9. Are perpetrators challenged?
10. What have you learnt?
11. How robust are admissions and attendance procedures?
12. Do you follow up on absences?
13. Do you involve other agencies?
14. Is everyone that needs to be trained in safer recruitment?
15. Do you follow up all queries, before, during and after appointment?
16. Are visitors suitably checked and monitored?
17. How well do you check on and brief speakers and groups coming into school?
18. How do you monitor events?
19. How good are you at keeping pupils safe inside and outside the school?
20. Are the risk assessments effective?
21. Have you checked your safety arrangements?
22. Have you followed up and taken action after any incidents?

23. Do pupils understand and respond to risk effectively on the following issues:

- Child sexual exploitation
- Racism
- Sexism
- Homophobia
- FGM
- Domestic violence
- Forced marriage
- Substance misuse
- Gangs
- Extremism

24. What action has the school taken to address these issues?

25. Is the curriculum broad and balanced, providing a wide range of subjects?

26. Are students prepared to live fruitful lives in modern Britain?

27. Does the curriculum promote British Values?

28. Are Christian values clearly taught in every aspect of school life?

29. Is there clear guidance on provision for the spiritual, social, moral and cultural development of every pupil?

30. Are these policies put into practice so that no-one, regardless of race, gender, sexual orientation, disability or faith, suffers discrimination?

CHANNEL

Channel is a programme providing support for those who are vulnerable and may be drawn towards terrorism.

Schools may refer individuals to the Channel panel, however as the programme is voluntary the student may decline. There is an online training module available for school staff.

<https://www.gov.uk/government/publications/channel-guidance>

The Local Safeguarding Board is responsible for co-ordinating what is being done by local agencies

