



Prevent  
Policy:  
Protecting Children  
from Extremism  
and Radicalisation

September

2019

## Contents

- 1 Introduction
2. Aims and Principles
3. Definitions
4. Procedures for referrals
5. The Role of the Curriculum
6. Staff Training
7. Policy Review

Appendix 1

## 1. Introduction

Schools have a vital role to play in protecting pupils from the risks of extremism and radicalisation, a role which is underpinned by the Counter- Terrorism and Security Act 2015 “to have due regard to the need to prevent people from being drawn into terrorism”.

The Government’s Prevent Strategy has raised awareness of the specific need to safeguard children, young people and families from violent extremism and terrorism. There have been national situations 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.

Greenland Community Primary School is fully committed to safeguarding and promoting the welfare of all its pupils. As a school we recognise that safeguarding against radicalisation is no different from safeguarding against any other vulnerability.

All staff are expected to uphold and promote the fundamental principles of British Values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs.

Greenland Community Primary School values freedom of speech and the expression of beliefs/ideology as fundamental rights underpinning our society’s values. Both pupils and teachers 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.

The current threat from terrorism in the United Kingdom may include the exploitation of vulnerable people, to involve them in terrorism or in activity in support of terrorism. The normalisation of extreme views may also make children and young people vulnerable to future manipulation and exploitation. Greenland Community Primary School is clear that this exploitation and radicalisation should be viewed as a safeguarding concern.

Greenland Community Primary School seeks to protect children and young people against the messages of all violent extremism including (but not restricted to) those linked to Islamist ideology, or to Far Right/Neo Nazi/White Supremacist ideology, Irish Nationalist and Loyalist paramilitary groups and extremist Animal Rights movements.

## 2. Aims and Principles

To ensure staff are aware of the Prevent Strategy and able to protect children and young people who are vulnerable or at risk of being radicalised by working alongside other professional bodies and agencies to ensure that our pupils are safe from harm.

The principle 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.
- Know what the school policy is on safeguarding from radicalisation and extremism and will follow the policy when issues arise.

- All parents and pupils will know that the school has policies in place to keep pupils safe from harm and that the school regularly review its systems to ensure they are appropriate and effective.

### 3. Definitions

Radicalisation refers to the process by which a person comes to support terrorism and extremism leading to terrorism (Appendix 1).

Extremism is defined by Government in the prevent strategy as: 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. Also include in the definition of extremism calls for the death of members of our armed forces (Appendix 1).

### 4. Procedures for referrals

Keeping children/young people safe from these risks is a safeguarding matter and should be approached in the same way as safeguarding children from other risks.

Although serious incidents involving radicalisation have not occurred at Greenland it is important for us to be vigilant and remain informed about the issues which affect risks to the school. Staff are reminded to suspend professional disbelief that instances of radicalisation 'could not happen here'.

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 school's Single Point of Contact (SPOC) for safeguarding pupils from radicalisation and involvement in terrorism. They will assess whether the pupil may be at risk of radicalisation and where relevant refer the child to the Local Authority panel.

The SPOC for Greenland Community Primary School is Miss Anne-Marie Lewis.

The Safeguarding lead for Greenland Community Primary School is Miss Anne-Marie Lewis.

The Governor responsible for Safeguarding is Mr Lee Ferry, Chair of Governors

The Local School Governors, the Headteacher/Designated Safeguarding Lead will assess the level of risk within the school and put actions in place to reduce any identified risks.

### 5. The Role of the Curriculum

Our curriculum 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.

Our PSHE (Personal, Social and Health Education), Citizenship and SMSC (Spiritual, Moral, Social and Cultural) provision is embedded across the curriculum and underpins the ethos of the school.

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.

### 6. Staff Training

The school will ensure that staff are aware of the threats, risks and vulnerabilities that are linked to radicalisation, are aware of radicalisation and understand the signs that someone may be vulnerable to radicalisations.

School Staff have safeguarding briefings in their weekly staff meetings as well as undertaking relevant annual training.

## **7. Policy Review**

This policy statement will be reviewed annually as part of the overall Child Protection and Safeguarding policy review (September 2020)

Reviewed:

May 2019 – by Miss Anne-Marie Lewis

September 2019 – by Miss Anne-Marie Lewis

## Appendix 1

### Indicators of Vulnerability to Radicalisation

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

2. Extremism is defined by the Government in the Prevent Strategy as: 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.

3. Extremism is defined by the Crown Prosecution Service as: The demonstration of unacceptable behaviour by using any means or medium to express views which:

- • Encourage, justify or glorify terrorist violence in furtherance of particular beliefs;
- • Seek to provoke others to terrorist acts;
- • Encourage other serious criminal activity or seek to provoke others to serious criminal acts; or
- • Foster hatred which might lead to inter-community violence in the UK.

4. 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.

5. Pupils may become susceptible to radicalisation through a range of social, personal and environmental 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.

6. Indicators of vulnerability include:

Identity Crisis – the student/pupil is distanced from their cultural/religious heritage and experiences discomfort about their place in society; Personal Crisis – the student/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 answers to questions about identity, faith and belonging;

Personal Circumstances – migration; local community tensions; and events affecting the student/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 – which may include involvement with criminal groups, imprisonment, and poor resettlement / reintegration;

Individual Needs – students/pupils may experience difficulties with social interaction, empathy with others, understanding the consequences of their actions and awareness of the motivations of others.

However, this list is not exhaustive, nor does it mean that all young people experiencing the above are at risk of radicalisation for the purposes of violent extremism.

7. 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 disadvantage;
- Justifying the use of violence to solve societal issues;
- Joining or seeking to join extremist organisations;
- Significant changes to appearance and / or behaviour; and
- Experiencing a high level of social isolation resulting in issues of identity crisis and/or personal crisis.



Greenland Community Primary School is proud to be part of Stanley Learning Partnership LTD (Trading as Stanley Learning Partnership)  
Registered office:  
Unit G3 Tanfield Lea Business Centre,  
Tanfield Lea North Industrial Estate,  
Stanley,  
Co. Durham,  
DH9 9DB

Company number: 10380011 (Registered in England & Wales)