

# TURNERS HILL C of E PRIMARY SCHOOL



## **RADICALISATION AND** **EXTREMISM POLICY**

**This policy was adopted December 2017**

**The policy is was reviewed in November 2019**

**This policy is due for review by December 2021**

### **Rationale/Background**

In today's modern world, children may be exposed to radical and extremist views, both through the people they meet and through a wide range of media.

### **Policy and Procedure**

Children at Turners Hill CofE Primary School are privy to a number of avenues where radicalisation and extremism are discussed.

- Students are taught about having their own voice and not always heeding the views of other people, particularly when they have doubts about them.
- The Promotion of British Values through the SMSC provision
- The curriculum covers aspects of radicalisation and extremism (at the appropriate age and stage) along with the links to bullying, rights and responsibilities.
- Ethics is taught in all year groups and students learn about a wide range of issues in society (through RE and PSHE).

Staff are aware of their responsibility to flag up any concerns they have around radicalisation and extremism- as part of the annual safeguarding work, all staff and volunteers must complete the eLearning unit from the home office that can be found via the following hyperlink:

<http://www.elearning.prevent.homeoffice.gov.uk>

Once completed, all staff/.volunteers must print off the certificate and share this with the DSL (Ben Turney)- a copy of the certificate will be retained within the Safeguarding file.

The concern is logged and a timeline started. The Police and Social Services will be contacted.

Turners Hill CofE Primary School has undertaken a risk assessment with regards to radicalisation and extremism- attached to this policy.

## RADICALISATION AND EXTREMISM CAUSE FOR CONCERN REFERRAL FORM

Confidential Please do not interpret what is seen or heard; simply record the facts.

After completing this form please forward to Ben Turney as soon as possible

Name of student (include year group)	
Staff member completing the form	
Date of referral	
Please use the space below to provide details of your concern based on facts you have seen or heard	

Nature of the concern (please tick):

Inappropriate content on mobile device	
Overheard conversation	
Propaganda material	
Inappropriate material held by student	

## RADICALISATION AND EXTREMISM RISK ASSESSMENT

### The School

Does the school have a policy?	<b>YES</b>	
Does the school liaise with external agencies on these issues?	<b>N/A at present</b>	The school is prepared to liaise with agencies should the need arise- see Appendix A for WSCC specific contact details of relevant Channel Police Practitioner
Has the school got a nominated lead for radicalisation and extremism?	<b>YES</b>	Ben Turney (Headteacher)
Do staff have a process to voice their concerns?	<b>YES</b>	See Radicalisation and Extremism Cause For Concern Referral Form on the above page
Are there opportunities for students to learn about radicalisation and extremism?	<b>YES</b>	To be developed within the current academic year (at the appropriate age/stage) Currently- Internet safety and Christian Values/RE
Are there any current cases of radicalisation and extremism at the school?	<b>NO</b>	
Is the school prone to cases of radicalisation and extremism?	<b>NO</b>	
Is the catchment area prone to cases of radicalisation and extremism?	<b>NO</b>	

<b>Evaluation of the risk</b>	<b><u>LOW</u></b>	Policy is in place and will be reviewed by the Governing Body bi-annually. Assemblies and curriculum provides students with knowledge of radicalisation and extremism (at the appropriate age and stage). Staff and Governor training has been provided.
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### The Students

Are students aware of radicalisation and extremism?	<b>YES</b> (at the appropriate age/stage)	Ethics, assemblies, broad and balanced curriculum
Are individual students risk assessed?	<b>YES</b>	Students who are perceived to be vulnerable are identified via the Radicalisation and Extremism Cause for Concern Form.
Students at risk	<b>NONE</b>	

<b>Evaluation of the risk</b>	<b><u>LOW</u></b>	Staff awareness of Cause for Concern Form is high and will be revisited as appropriate. Curriculum mapping to identify appropriate teaching opportunities is currently underway.
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## **The Community**

Sited at the heart of the village of Turners Hill, a majority of the catchment area is rural and sparsely populated. The school is within a neighbourhood of high socio economic profile (IMD 1), but in any year group over half of our children may come from outside of the village.

The number of children entitled to Pupil Premium funding shows a slight rise, 6.7% in 2019/2020.

Pupils whose first language is believed not to be English number 9 children (37.2% of our school population), below national averages. There are 6 languages reflected in our school population, each language is represented by no more than 2 pupils. 92% of our population are white British. The number of pupils that are from ethnic minorities is below the national averages.

<b>Evaluation of the risk</b>	<b><u>LOW</u></b>	We will continue to liaise with parents, carers and the wider community with regards to radicalisation and extremism.
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See below for the school's current development priorities linked to providing a broad and balanced curriculum (including Fundamental British Values) and safeguarding.

**Ensure that the school's systems for safeguarding are compliant with current guidance**

<b>Success Criteria</b>	<b>Outcome</b>	<b>Action</b>	<b>Timescale and responsibilities</b>	<b>Monitoring</b>
<b>Safeguarding, including the recording and monitoring of information, is effective in keeping children safe</b>	<b>Safeguarding of all pupils is fully supported by Senior Leaders through the updating of key safeguarding training.</b>	Manager to attend full safeguarding training to ensure the safety of all learners.	DSL	FGB through HT termly report
		DSL to attend safeguarding training to ensure safety for all learners.	DSL	FGB through HT termly report
	<b>Staff and governors receive annual Child Protection training based on Keeping Children Safe in Education</b>	HT to deliver annual CP training to all staff as part of start of year INSET	September 2019	FGB
		HT to deliver annual CP training to FGB during Autumn 2019 FGB meeting	September 2019	FGB
		Staff read all appropriate policies and sign a declaration to support this	By October half term 2019	FGB
	<b>Statutory policies and procedures are updated appropriately</b>	Child Protection Policy updated	September 2019	FGB
		All staff complete disqualification disclosure confirmation	September 2019	FGB
All staff complete online Prevent general awareness module and provide a copy of the certificate for completion		By October half term 2019	FGB	
Safeguarding statement on school website updated		September 2019	FGB	

		Correct working practises shared and understood- achieved via clarification in Staff Handbook		
	<b>Correct working practises are reinforced regularly</b>	DSL/deputy DSL to pose safeguarding question at each staff meeting and TA meeting to ensure polices and information are understood and retained	Ongoing	SLT

**How Turners Hill C of E Primary school is promoting British Values and how it will continue to raise the status of British Values in the school.**

<b>Focus Area</b>	<b>Action</b>	<b>Timescale and responsibilities</b>
<p><b><u>DEMOCRACY</u></b></p> <p><b>1. Teach pupils how they can influence decision making through the democratic process. Hold ‘mock’ elections so pupils learn how to argue and defend points of view</b></p> <p><b>2. Encourage pupils to become involved in decision making processes and ensure they are listened to in school</b></p>	<p>1. Pupil Parliament to promote and demonstrate voting and debating. E.g. School council will have the opportunity to campaign in assembly for what they would like to do on the last day of term and the whole school will be able to vote for the outcome.</p> <p>2. Pupil Parliament to be included in pupil related decisions e.g. whole school rules</p> <p>3. Ensure the children in KS2 are engaged in topics where they can debate and express which side they are for or against. Children will also have the opportunity to express their views to the school council in fortnightly meetings.</p>	<p>Sarah Neill</p> <p>Classes/Pupil Parliament</p> <p>Classteachers English leader</p>

<p><b>3. Help pupils to express their views</b></p>		
<p style="text-align: center;"><b><u>THE RULE OF LAW</u></b></p> <p><b>1. Ensure school rules and expectations are clear and fair</b></p> <p><b>2. Help pupils to distinguish right from wrong</b></p> <p><b>3. Children to understand why we have rules, how they are made and what happens if we break them.</b></p> <p><b>4. Develop restorative justice approaches to resolve conflicts</b></p>	<p>1. Home School Agreements, Class rules, whole school rules, Information and guidance provided in assemblies, clear systems in place for rewards and sanctions, Behaviour policy on website , Anti Bullying policy- expectations/sanctions explored in classes and assemblies</p> <p>2. Consistent behaviour system in place across the school (as above) • PSHE lessons / circle time</p> <p>3. The children in??? class will be studying what happens in The Houses of Parliament and specifically focussing on how we make rules. The children will then be planning and creating their own workshop to teach other children in the school what 'The Rule of Law means. The focus will be making the laws, breaking the law and how a fair justice system works.</p> <p>4. Worry Monsters in each class, Anti-Bullying Week-lessons and assemblies, buddy bench</p>	<p>All staff</p>



<p style="text-align: center;"><b><u>INDIVIDUAL LIBERTY</u></b></p> <ol style="list-style-type: none"> <li><b>1. Support children to develop their self- knowledge, self-esteem and self confidence</b></li> <li><b>2. Model freedom of speech through pupil participation, while ensuring protection of vulnerable pupils and promoting critical analysis of evidence</b></li> <li><b>3. Children to have responsibilities which can be carried out independently.</b></li> </ol>	<ol style="list-style-type: none"> <li>1. The children attend a celebration assembly every Friday where one child from each class will be awarded a certificate. The achievements focus on key areas such as our Christian Core Value, our Learning Values or our school motto.</li> <li>2. Teach children through PSHE lessons, Circle Time, Class debates and Pupil Parliament how it is important to have freedom of speech, and how it can be used for a positive outcome.</li> <li>3. The Team Leaders and Crew Leaders play a vital role in ensuring children are active and engaged during playtimes. Often children who take part in these activities either want somebody to play with or join in the activities with their friends. The leaders are able to make choices about how the clubs are run. For example a child in Crew leaders decided to create a completion and presented the prizes in the end of term assembly.</li> </ol>	<p>All staff</p> <p>All staff</p> <p>Mrs Tapp</p>
<p style="text-align: center;"><b><u>MUTUAL RESPECT AND TOLERANCE OF THOSE WITH DIFFERENT FAITHS AND BELIEFS</u></b></p> <ol style="list-style-type: none"> <li><b>1. Promote respect for individual differences. Help pupils to acquire an understanding of, and respect for, their own and other cultures and ways of life</b></li> <li><b>2. Develop links with faith communities</b></li> </ol>	<ol style="list-style-type: none"> <li>1. The children are taught about different faiths in RE lessons where they will also have opportunities to visit religious buildings. The children will have opportunities in PSHE lessons / circle time to discuss stereotypes, news (year 5 and 6), and celebrate cultures within their classes. <ul style="list-style-type: none"> <li>• Sex and Relationships Education Year Five and six</li> </ul> </li> <li>2. Develop links with another school in in the local area where the community is more diverse and take part celebrating their cultures and faith. E.g Diwali</li> </ol>	<p>Mrs Tapp All teachers</p> <p>Mrs Tapp</p> <p>All teachers and staff</p> <p>Whole School</p>

<p><b>3. Opportunities to celebrate the cultures and faiths within our school</b></p> <p><b>4. Discuss differences between people, such as differences of faith, ethnicity, disability, gender or sexuality and differences of family situations, such as looked-after children or young carer</b></p>	<p>3. Classes to celebrate cultures and faiths in a day where the children bring an item to present to the class that represents them or their family. E.g food, presentation, trinket box, clothing</p> <p>4. - The children chose to raise money through their sponsored walk for 'Autism Allstars'.</p> <ul style="list-style-type: none"> <li>- The children participate in daily Collective Worship which explain Christian festivals as well as significant events in the year for other faiths.</li> <li>- The RE topics are multi-faith and provide the children with opportunities to understand the different faiths and beliefs. For example year 5 and 6 produced presentations for the rest of the class about the different faiths that celebrate light studying how and why it is significant in other faiths.</li> </ul>	<p>All teachers Canon David</p>
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1. PSHE resource provided by West Sussex (Safeguarding Curriculum) promotes equality and develops an understanding of diversity to be implemented during 2019/2020 academic year (and reviewed)				
Success Criteria	Outcome	Action	Timescale and responsibilities	Monitoring
<p><b>Implement the new West Sussex framework for PSHE by summer 2020 so that pupils develop the knowledge, skills and attributes they need to keep themselves healthy and safe, and prepare for life and work in modern Britain (equality and diversity)</b></p> <p><i>N.B. also see FBV action plan within maintenance section of SIMP 2019/2020</i></p>	<p><b>Approved scheme is integrated in to the existing curriculum, ensuring appropriate coverage is secured</b></p>	<p>Consult with governors on the content and appropriateness of 'safeguarding through the curriculum' resources, with a particular focus on SRE</p> <p>Class teachers update long-term plans to include appropriate elements of the new PSHE syllabus</p>	<p>Ongoing- SLT to report to governors on a termly basis</p> <p>Staff meeting time – all classteachers (timescale dependent upon when syllabus is released)</p>	<p>Ethos &amp; Worship committee</p> <p>Ethos &amp; Worship committee</p>
	<p><b>Subject leader supports staff in ensuring all aspects of 'safeguarding through the curriculum' are delivered appropriately</b></p>	<p>Subject leader engages with the new resources so that any appropriate CDP can be delivered to colleagues (Teachers and TAs)- <i>exact details of this will be developed once the syllabus is released</i></p> <p>Subject leader supports staff in integrating elements of the PHSE syllabus into long-term plans</p>	<p>Non-contact time- subject leader</p> <p>TA meetings/staff meetings in which CDP will be delivered</p> <p>Staff meeting time – all classteachers (timescale dependent upon when syllabus is released)</p>	<p>Ethos &amp; Worship committee</p> <p>Ethos &amp; Worship committee</p>



## APPENDIX A

### **Making a Channel referral in West Sussex**

#### **1. What is Channel?**

1.1 'Channel' is a key element of the *Prevent* strategy.

1.2 Channel is the name for the process of identifying and referring a person at risk of radicalisation for early intervention and support. It is a multi-agency approach to protect vulnerable people using collaboration between local authorities, statutory partners (such as education and health organisations, social services, children's and youth services and offender management services), the police and the local community. Channel operates to:

- Identify people at risk of being drawn into terrorism;
- Assess the nature and extent of that risk; and
- Develop the most appropriate support plan for the individuals concerned.

1.3 Channel may be appropriate for anyone who is vulnerable to being drawn into any form of terrorism. Channel aims to safeguard children and adults of any faith, ethnicity or background before their vulnerabilities are exploited by those that would want them to embrace terrorism. The emphasis is on early intervention to protect and divert people away from the risk they face before being drawn into committing terrorist-related activity.

1.4 Channel operates in the 'pre-criminal' space. It is not suitable for an individual who you believe has – or is about to – commit a criminal offence, this should be reported to the police. A referral to Channel will not result in an emergency response.

#### **2. Who to contact if you have a concern**

- 2.1 If you have any concerns about an individual possibly being drawn into or supporting terrorism, examine them first with your manager. If this is not possible, or if, having considered the case, you still believe there may be grounds for a Channel referral, contact any of the following to discuss the case:

**Sussex Police Prevent Team:**

Telephone 101 | Ext. 531355

Email: [prevent@sussex.pnn.police.uk](mailto:prevent@sussex.pnn.police.uk)

**Or**

**Local Channel Panel Chairs**

For West Sussex:

Beverly Knight

Better Communities, WSCC

Telephone 0330 222 4223 | Mobile 0789 458 9071

Email: [beverly.knight@westsussex.gov.uk](mailto:beverly.knight@westsussex.gov.uk)

For Crawley:

Lindsay Adams

Community Development, Crawley Borough Council

Telephone 01293 438500

Email: [lindsay.adams@ Crawley.gov.uk](mailto:lindsay.adams@ Crawley.gov.uk)

### **3. How to make a referral to Channel**

- 3.1 Consult with any of the professionals above regarding the suitability of the referral. They can provide you with a 'Channel referral and assessment form' (see appendix A).
- 3.2 Complete the form and return it to the Channel Co-ordinator by email to: [channel@sussex.pnn.police.uk](mailto:channel@sussex.pnn.police.uk)
- 3.3 The Police Channel Practitioner will then complete an extensive risk assessment. At no point will the person be created on the criminal records system, but a local intelligence report will be created.
- 3.4 The Sussex Police Counter Terrorism Intelligence Unit will also complete a case summary which is returned to the Prevent Engagement Officer and the referrer.

### **4. Consent**

- 4.1 Participation in Channel is voluntary and requires consent to be given by the individual (or their parent or guardian in the case of anyone under 18) in advance of support measures being put in place.
- 4.2 All individuals who receive support through Channel must be made aware that they are receiving this as part of a programme to protect people from being drawn into terrorism and what to expect.
- 4.3 Where someone does not wish to continue with the process it may be appropriate to provide alternative support through other mainstream services.

4.4 Individuals (or their parent/guardian) must give their consent before any information is shared about them as part of the Channel programme.

4.5 If there are any issues with consent, i.e. it is not (or unlikely to be) given, discuss this with any of the individuals named at 2.1.

## **5. The Channel panel**

5.1 The role of the Channel panel is to develop an appropriate support package to safeguard those at risk of being drawn into terrorism based on an assessment of their vulnerability.

5.2 Channel assesses vulnerability using a consistently applied vulnerability assessment framework, built around an individual's engagement with an ideology or cause; their intent to cause harm and capability to cause harm.

5.3 The panel is responsible for managing the safeguarding risk, in-line with other multi-agency panels where risk is managed, such as Children and Adult Safeguarding panels and Multi-Agency Public Protection Arrangements (MAPPA).

5.4 For Crawley cases, the panel will be chaired by Crawley Borough Council, and for the rest of West Sussex, West Sussex County Council. Other panel members will include the Channel Police Practitioner and any other relevant statutory partners, depending on the nature of the referral. The following agencies now have a statutory duty to co-operate with the panel and the police:

- NHS staff
- Social care staff, including Directors of Children's and Adults' Services
- Schools, further education colleges and universities
- Youth Offending Services
- Chairs of Local Safeguarding Children Boards and Safeguarding Adults Boards
- Local Authority Safeguarding Managers
- Home Office Immigration
- Border Force
- Housing
- Prisons
- Probation



- 5.5 The panels meet monthly as a minimum. Where significant information arises about a case which requires the panel to meet earlier than scheduled or more frequently, the Channel Panel Chair will convene additional panels.
- 5.6 Ownership of the safeguarding risk lies with the multi-agency Channel panel. This is the risk to an individual as a result of their vulnerability.
- 5.7 The Chair of the panel is responsible for ensuring that any safeguarding risks are referred to the most appropriate agencies for action; until this happens the Channel panel owns these risks.
- 5.8 The support for some individuals will span several agencies; each agency involved will own the element of risk they are responsible for addressing through the support plan.
- 5.9 Ownership of the risk of involvement in terrorism lies with the police. This is the risk posed by the individual to themselves and society through their potential active involvement in criminality associated with terrorism.

## **6. Support package and support plan**

- 6.1 If the case is adopted onto Channel, the panel will develop a support package. This will be based on:
- A review of the vulnerability assessment completed by the Channel Police Practitioner at the preliminary assessment stage;
  - The needs of the individual; and
  - Any risks posed to potential support providers.
- 6.2 The type of activities included in a support package will depend on the individual's assessed risk, vulnerability and resources available. A diversionary activity may be sufficient for someone who is in the early stages of radicalisation to violence, whereas a more focussed

and structured one-on-one mentoring programme may be required for those who are already becoming radicalised.

6.3 The following are examples of support programmes which may be considered:

- a. **Mentoring support contact** – work with a suitable adult as a role model or providing personal guidance, including guidance addressing extremist ideologies;
- b. **Life skills** – work on life skills or social skills generally, such as dealing with peer pressure;
- c. **Anger management session** – formal or informal work dealing with anger;
- d. **Cognitive/behavioural contact** – cognitive behavioural therapies and general work on attitudes and behaviours;
- e. **Constructive pursuits** – supervised or managed constructive leisure activities;
- f. **Education skills contact** – activities focused on education or training;
- g. **Careers contact** – activities focused on employment;
- h. **Family support contact** – activities aimed at supporting family and personal relationships, including formal parenting programmes;
- i. **Health awareness contact** – work aimed at assessing or addressing any physical or mental health issues;
- j. **Housing support contact** – activities addressing living arrangements, accommodation provision or neighbourhood; and
- k. **Drugs and alcohol awareness** – substance misuse interventions.

6.4 Channel intervention providers engaging with these vulnerable individuals are first have been approved by the Home Office. This is particularly important where an individual has a need for theological/ideological support.

## 7. Reviewing risk

7.1 Individuals receiving support will be reassessed at least every 3 months.

If the panel is satisfied that the risk has been successfully reduced or managed they should recommend that the case exits the process, completing a closing report..

- 7.2 If the panel is not satisfied that the risk has been reduced or managed, the case will be reconsidered. A new action plan will be developed and alternative support put in place.
- 7.3 All cases are reviewed at 6 and 12 months from the point at which they exit the process, by the senior managers involved in the preliminary assessment.

**Further information:**

[Channel Duty Guidance](#)

[Channel General Awareness training module](#)

[Prevent Strategy](#)

[Prevent Duty Guidance](#)