

# Preventing Extremism & Radicalisation Policy



## Background

The Counter-Terrorism and Security Act, which received Royal Assent on 12 February 2015, places a duty on specified authorities, including schools and colleges, to have due regard to the need to prevent people from being drawn into terrorism (“the Prevent duty”). The Prevent duty reinforces existing duties placed upon educational establishments for keeping children safe by:

- Ensuring a broad and balanced curriculum is in place to promote the spiritual, moral, social and cultural development of pupils.
- Assessing the risk of pupils being drawn into extremist views.
- Ensuring safeguarding arrangements by working in partnership with local authorities, police and communities.
- Training staff to provide them with the knowledge and ability to identify pupils who may be vulnerable to radicalisation.
- Keeping pupils safe online by using effective filtering and usage policies.

Reviewed 1<sup>st</sup> September 2021

## **Policy for the Prevention of Extremism and Radicalisation**

### **Old Buckenham Primary School & Nursery**

#### **Policy Consultation & Review**

This policy is available on our school website and in hardcopy from the school office on request.

The policy is provided to all staff and should be read in conjunction with the following policies:

- Attendance Policy
- Anti-Bullying
- E-safety Policy
- Health and Safety Policy
- Safeguarding incorporating Child Protection Policy
- Safety of Pupils Management Policy
- Security and Access Management Policy
- Single Equality Scheme
- Staff Code of Conduct
- Use of School Premises/Lettings
- Whistle-blowing

This policy will be reviewed in full by the Governing Body on an annual basis as part of the review of the Safeguarding & Child Protection Policy. This policy was last reviewed on 1<sup>st</sup> September 2021. It is due for review in September 2022.

Signature \_\_\_\_\_ Headteacher Date: \_\_\_\_\_

Signature \_\_\_\_\_ Chair of Governors Date: \_\_\_\_\_

Reviewed 1<sup>st</sup> September 2021

## CONTENTS

<b>Section</b>	
<b>1</b>	<b>Purpose &amp; Aims</b>
<b>2</b>	<b>Roles &amp; Responsibilities</b>
<b>3</b>	<b>Training</b>
<b>4</b>	<b>The role of the curriculum</b>
<b>5</b>	<b>Visitors &amp; the use of School Premises</b>
<b>6</b>	Procedures for Managing Concerns
<b>7</b>	<b>Related Policies</b>
<b>8</b>	<b>Statutory Framework</b>
<b>Appendices</b>	
<b>1</b>	<b>Glossary of Terms</b>
<b>2</b>	<b>Vulnerability Checklist</b>
<b>3</b>	<b>Person Vulnerable to Radicalisation (VTR) Referral Form</b>
<b>4</b>	<b>Extremism and radicalisation risk assessment</b>
<b>5</b>	<b>PSHE Prevent Curriculum</b>

## **1. PURPOSE & AIMS**

1.1 OBPSN is fully committed to safeguarding and promoting the welfare of all its pupils. We recognise that safeguarding against radicalisation and extremism is no different to safeguarding against any other vulnerability in today's society.

1.2 Our school fully recognises the contribution it can make to promoting the welfare of children and protecting them from harm. This policy sets out our strategies and procedures to protect vulnerable pupils from being radicalised or exposed to extremist views. The elements of our policy are prevention, protection and support.

1.3 At OBPSN, we will ensure that:

- All staff, volunteers and governors, have an understanding of what radicalisation and extremism is and why we need to be vigilant in school.
- Through training, staff, volunteers and governors will know what the school policy is on tackling extremism and radicalisation and how to respond when concerns arise.
- Through our curriculum, we will promote the spiritual, moral, social and cultural development of pupils.
- Parents/carers and pupils will know that the school has policies in place to keep pupils safe from harm and that the school regularly reviews these systems to ensure they are appropriate and effective.

1.4 This policy applies to all pupils, staff, parents, governors, volunteers and visitors.

1.5 A glossary of related terms and indicators of vulnerability to extremism can be found in Appendices 1 & 2 of this policy.

## **2. ROLES AND RESPONSIBILITIES**

2.1 It is the responsibility of every member of staff, volunteer and regular visitor to our school to ensure that they carry out the requirements of this policy and, at all times, work in a way that will safeguard and promote the welfare of all of the pupils at this school.

2.2 The Governing Body of OBPSN is accountable for ensuring the effectiveness of this policy and our compliance with it. The Governing Body will ensure that:

- This policy is reviewed annually alongside our Safeguarding & Child Protection Policy.
- All staff undertake appropriate training that equips them with the skills to identify and respond appropriately to concerns regarding extremism and radicalisation.

Reviewed 1<sup>st</sup> September 2021

- The Headteacher and Designated Safeguarding Lead will assess the risk of pupils being drawn into extremist views. The risk assessment may include consideration of the school's curriculum, the use of school premises by external agencies and any other local issues relating to the school community.
- A broad curriculum is in place to deliver the spiritual, moral, social and cultural development of pupils.
- Appropriate safeguarding arrangements are in place by working in partnership with other agencies and communities as required.
- There are systems in place for keeping pupils safe from extremist material when accessing the college's internet by using effective filtering and usage policies.

2.3 The Sapientia Education Trust will review OBPSN Prevent policy and procedures as part of the annual safeguarding audit and review process.

2.4 The Designated Safeguarding Lead (DSL) will carry out their role in accordance with the responsibilities outlined in '*Keeping Children Safe in Education*'. As part of this responsibility, the DSL will act as the point of contact within our school for any concerns relating to radicalisation and extremism.

2.5 The DSL and Safeguarding team at OBPSN will make referrals in accordance with Norfolk Channel procedures to the CADS team where appropriate and will represent our school at Channel meetings as required.

2.6 The DSL is responsible for ensuring that all staff members and volunteers are aware of our policy and the procedures they need to follow. They will ensure that all staff have received appropriate training.

### **3. TRAINING**

3.1 Through training, we will ensure that all of our staff are made fully aware of the threats, risks and vulnerabilities that are linked to radicalisation. Staff will be able to identify children at risk of being drawn into extremism and develop the confidence to challenge extremist ideas. All staff will understand how we can provide support to ensure that our pupils are resilient and supported to resist involvement in radical or extreme activities.

3.2 Our governing body will also undertake appropriate training to ensure they are able to carry out their duty to safeguard all of the children at our school.

### **4. THE ROLE OF THE CURRICULUM**

4.1 At OBPSN we will provide pupils with a broad and balanced curriculum and promote the spiritual, moral, social and cultural (SMSC) development of our pupils. Pupils will be encouraged to regard people of all faiths, races and cultures with respect and tolerance.

Reviewed 1<sup>st</sup> September 2021

4.2 Through our curriculum we will aim to:

- enable students to develop their self-knowledge, self-esteem and self-confidence;
- enable students to distinguish right from wrong and to respect the civil and criminal law of England;
- encourage students to accept responsibility for their behaviour, show initiative, and to understand how they can contribute positively to the lives of those living and working in the locality of the school and to society more widely;
- enable students to acquire a broad general knowledge of and respect for public institutions and services in England;
- further tolerance and harmony between different cultural traditions by enabling students to acquire an appreciation of and respect for their own and other cultures;
- encourage respect for other people; and
- encourage respect for democracy and support for participation in the democratic processes, including respect for the basis on which the law is made and applied in England.

4.3 We will also achieve this through an explicit PREVENT curriculum delivered through PSHE in Years R-6 (Appendix 5) – and through assemblies in Years 1-6.

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

5.1 At OBPSN we recognise the role that external agencies and speakers can play in enhancing the learning experiences of our pupils. Where we use external agencies and individuals in this way, we will positively vet them to ensure that their messages are consistent with, and not in opposition to, the school's values and ethos.

5.2 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 schools to ensure that they are effective.

5.3 Any guest speakers or external agencies will be provided with a copy of our safeguarding procedures on arrival at the school and will be appropriately supervised at all times.

5.4 When an agreement is made to allow non-school groups or organisations to use the school premises, appropriate checks will be made before agreeing

Reviewed 1<sup>st</sup> September 2021

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 arrangement.

## **6. PROCEDURES FOR MANAGING CONCERNS**

6.1 OBPSN adheres to the procedures that have been agreed locally through the Norfolk Children's Safeguarding Partnership for safeguarding individuals vulnerable to extremism and radicalisation. Please also refer to our Safeguarding & Child Protection Policy for further information about our wider safeguarding responsibilities.

6.2 We recognise that staff at our school play a particularly important role as they are in a position to identify concerns early and provide help for children to prevent concerns from escalating. **All staff are advised to maintain an attitude of 'it could happen here' where safeguarding is concerned and this includes vulnerability to radicalisation.**

6.3 At all times we will work in partnership and endeavour to establish effective working relationships with parents, carers and colleagues from other agencies in line with Working Together to Safeguard Children (2018).

6.4 The Designated Safeguarding Lead (DSL) or members of the Safeguarding team should be used as a first point of contact for any safeguarding concerns in our school. Any member of staff or visitor to the school who receives a disclosure of or suspects that a child is at risk of radicalisation must report it immediately to the DSL or a member of the safeguarding team. In the absence of any of the above, the matter should be brought to the attention of the most senior member of staff.

6.5 Following receipt of any information raising concern about vulnerability to radicalisation, the DSL will consider what action to take and will follow the Norfolk Channel procedures by making a referral via the CADS as required. All information and actions taken, including the reasons for any decisions made, will be fully documented.

6.6 All Channel referrals will be made using the referral form that can be found at Appendix 3.

6.7 If an allegation is made or information is received about an adult who works in our setting which indicates that they may be unsuitable to work with children because of concerns relating to extremism and radicalisation, the member of staff receiving the information should inform the Headteacher or the Trust's CEO immediately in line with the procedures outlined in our Safeguarding Policy and the Whistleblowing Policy.

## **7. RELEVANT POLICIES**

Reviewed 1<sup>st</sup> September 2021

7.1 To underpin the values and ethos of our school and our intent to ensure that pupils at our school are appropriately safeguarded, the following policies should be read in conjunction with this policy:

- Attendance Policy
- Anti-Bullying
- E-safety Policy
- Health and Safety Policy
- Safeguarding incorporating Child Protection Policy
- Safety of Pupils Management Policy
- Security and Access Management Policy
- Single Equality Scheme
- Staff Code of Conduct
- Use of School Premises/Lettings
- Whistle-blowing

## 8. STATUTORY FRAMEWORK

8.1 This policy has been devised in accordance with the following legislation and local and national guidance:

- Norfolk Channel Procedures
- The Counter-Terrorism & Security Act 2015
- ['The Prevent Duty Guidance: for England & Wales'](#) , HM Government 2021
- ['The Prevent Duty: Departmental Advice for Schools and Childcare Providers'](#) , DfE 2015
- ['Keeping Children Safe in Education'](#) , DfE 2021
- ['Promoting fundamental British values as part of SMSC in schools'](#) , DfE 2014
- ['Working Together to Safeguard Children: A guide to inter-agency working to safeguard and promote the welfare of children'](#), DfE 2018, updated 2019
- ['Information Sharing: advice for safeguarding practitioners'](#) DfE 2018

### Further Guidance:

A website providing support and advice to combat radicalisation has been launched by the Eastern Region Counter Terrorism Intelligence Unit (CTIU) Prevent Team.

The Let's Talk About It website provides information enabling people to learn more about the Government's Prevent strategy with an aim to safeguard those who may be vulnerable to radicalisation. There is a range of supportive material on the website which also provides links to partner agencies to help people spot the signs of radicalisation at an early stage and provide communities with advice as to what to do. <http://ltai.info>

Reviewed 1<sup>st</sup> September 2021



## Appendix 1: Glossary of Terms<sup>1</sup>

**‘Extremism’** is defined in the 2011 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.

**‘Non-violent extremism’** is extremism, as defined above, which is not accompanied by violence.

**‘Prevention’** in the context of the Prevent duty means reducing or eliminating the risk of individuals becoming involved in terrorism. Prevent includes but is not confined to the identification and referral of those at risk of being drawn into terrorism into appropriate interventions. These interventions aim to divert vulnerable people from radicalisation.

**‘Radicalisation’** refers to the process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups.

The current UK definition of **‘terrorism’** is given in the Terrorism Act 2000 (TACT 2000). In summary this defines terrorism as an action that endangers or causes serious violence to a person/people; causes serious damage to property; or seriously interferes or disrupts an electronic system. The use or threat must be designed to influence the government or to intimidate the public and is made for the purpose of advancing a political, religious or ideological cause.

**‘Terrorist-related offences’** are those (such as murder) which are not offences in terrorist legislation, but which are judged to be committed in relation to terrorism.

**‘Vulnerability’** describes the condition of being capable of being injured; difficult to defend; open to moral or ideological attack. Within Prevent, the word describes factors and characteristics associated with being susceptible to radicalisation.

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<sup>1</sup> Taken from Prevent Duty Guidance: England & Wales, HM Government 2015

## Appendix 2: Warning Signs/Indicators of Concern

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 environmental factors. It is vital that school staff are able to recognise those vulnerabilities. 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.

Factors which may make pupils more vulnerable may 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; 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 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 pupil may have perceptions of injustice; a feeling of failure; rejection of civic life.
- **Experiences of Criminality:** involvement with criminal groups, imprisonment, poor resettlement or reintegration.
- **Special Educational Need:** pupils may experience difficulties with social interaction, empathy with others, understanding the consequences of their actions and awareness of the motivations of others.

Pupils who are vulnerable to radicalisation may also be experiencing:

- Substance and alcohol misuse
- Peer pressure
- Influence from older people or via the Internet
- Bullying
- Domestic violence
- Race/hate crime

**Behaviours which may indicate a child is at risk of being radicalised or exposed to extremist views could include:**

- Being in contact with extremist recruiters and/or spending increasing time in the company of other suspected extremists;
- Loss of interest in other friends and activities not associated with the extremist ideology, group or cause;

Reviewed 1<sup>st</sup> September 2021

- Pupils accessing extremist material online, including through social networking sites;
- Possessing or accessing materials or symbols associated with an extremist cause;
- Using extremist narratives and a global ideology to explain personal disadvantage;
- Pupils voicing opinions drawn from extremist ideologies and narratives, this may include justifying the use of violence to solve societal issues;
- Graffiti symbols, writing or art work promoting extremist messages or images;
- Significant changes to appearance and/or behaviour increasingly centred on an extremist ideology, group or cause;
- Changing their style of dress or personal appearance to accord with the group;
- Attempts to recruit others to the group/cause;
- 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.
- Parental reports of changes in behaviour, friendship or actions and requests for assistance;
- Partner schools, local authority services, and police reports of issues affecting pupils in other schools.

### Appendix 3:

## Person Vulnerable to Radicalisation (VTR) Referral Form

REFERRAL PROCESS	
<p><b>By sending this form you consent for it to arrive with both your dedicated Local Authority safeguarding team &amp; Prevent policing team for a joint assessment.</b> Wherever possible we aim to give you feedback on your referral, please be aware, however, that this is not always possible due to data-protection &amp; other case sensitivities.</p> <p>Once you have completed this form, please email it to: <a href="mailto:preventreferrals@norfolk.pnn.police.uk">preventreferrals@norfolk.pnn.police.uk</a></p> <p>If you have any questions whilst filling in the form, please call: <b>The Prevent Team on 01953 423905 or 01953 423896</b></p>	
INDIVIDUAL'S BIOGRAPHICAL & CONTACT DETAILS	
<b>Forename(s):</b>	First Name(s)
<b>Surname:</b>	Last Name
<b>Date of Birth (DD/MM/YYYY):</b>	D.O.B.
<b>Approx. Age (if DoB unknown):</b>	Please Enter
<b>Gender:</b>	Please Describe
<b>Known Address(es):</b>	Identify which address is the Individual's current residence
<b>Nationality / Citizenship:</b>	Stated nationality / citizenship documentation (if any)
<b>Immigration / Asylum Status:</b>	Immigration status? Refugee status? Asylum claimant? Please describe.
<b>Primary Language:</b>	Does the Individual speak / understand English? What is the Individual's first language?
<b>Contact Number(s):</b>	Telephone Number(s)
<b>Email Address(es):</b>	Email Address(es)
<b>Any Other Family Details:</b>	Family makeup? Who lives with the Individual? Anything relevant.

DESCRIBE CONCERNS	In as much detail as possible, please describe the specific concern(s) relevant to Prevent.
Please Describe	
<p><b>FOR EXAMPLE:</b></p> <ul style="list-style-type: none"> <li>• How / why did the Individual come to your organisation's notice in this instance?</li> <li>• Does it involve a specific event? What happened? Is it a combination of factors? Describe them.</li> <li>• Has the Individual discussed personal travel plans to a warzone or countries with similar concerns? Where? When? How?</li> <li>• Does the Individual have contact with groups or individuals that cause you concern? Who? Why are they concerning? How frequent is this contact?</li> <li>• Is there something about the Individual's mobile phone, internet or social media use that is worrying to you? What exactly? How do you have access to this information?</li> <li>• Has the Individual expressed a desire to cause physical harm, or threatened anyone with violence? Who? When? Can you remember what was said / expressed exactly?</li> <li>• Has the Individual shown a concerning interest in hate crimes, or extremists, or terrorism? Consider <i>any</i> extremist ideology, group or cause, as well as support for "school-shooters" or public-massacres, or murders of public figures.</li> <li>• Please describe any other concerns you may have that are not mentioned here.</li> </ul>	

Reviewed 1<sup>st</sup> September 2021

<b>COMPLEX NEEDS</b>	<b>Is there anything in the Individual's life that you think might be affecting their wellbeing or that might be making them vulnerable in any sense?</b>
Please Describe	
<p><b>FOR EXAMPLE:</b></p> <ul style="list-style-type: none"> <li>• Victim of crime, abuse or bullying.</li> <li>• Work, financial or housing problems.</li> <li>• Citizenship, asylum or immigration issues.</li> <li>• Personal problems, emotional difficulties, relationship problems, family issues, ongoing court proceedings.</li> <li>• On probation; any erratic, violent, self-destructive or risky behaviours, or alcohol / drug misuse or dependency.</li> <li>• Expressed feelings of injustice or grievance involving any racial, religious or political issue, or even conspiracy theories.</li> <li>• Educational issues, developmental or behavioural difficulties, mental ill health (see <b>Safeguarding Considerations</b> below).</li> <li>• Please describe any other need or potential vulnerability you think may be present but which is not mentioned here.</li> </ul>	
<b>OTHER INFORMATION</b>	<b>Please provide any further information you think may be relevant, e.g. social media details, military service number, other agencies or professionals working with the Individual, etc..</b>
Please Describe	

<b>PERSON WHO FIRST IDENTIFIED THE CONCERNS</b>	
<b>Do they wish to remain anonymous?</b>	Yes / No
<b>Forename:</b>	Referrers First Name(s)
<b>Surname:</b>	Referrers Last Name
<b>Professional Role &amp; Organisation:</b>	Referrers Role / Organisation
<b>Relationship to Individual:</b>	Referrers Relationship To The Individual
<b>Contact Telephone Number:</b>	Referrers Telephone Number
<b>Email Address:</b>	Referrers Email Address
<b>PERSON MAKING THIS REFERRAL (if different from above)</b>	
<b>Forename:</b>	Contact First Name(s)
<b>Surname:</b>	Contact Last Name
<b>Professional Role &amp; Organisation:</b>	Contact Role & Organisation
<b>Relationship to Individual:</b>	Contact Relationship to the Individual
<b>Contact Telephone Number:</b>	Contact Telephone Number
<b>Email Address:</b>	Contact Email Address
<b>REFERRER'S ORGANISATIONAL PREVENT CONTACT (if different from above)</b>	
<b>Forename:</b>	Referrers First Name(s)
<b>Surname:</b>	Referrers Last Name
<b>Professional Role &amp; Organisation:</b>	Referrers Role / Organisation
<b>Relationship to Individual:</b>	Referrers Relationship To The Individual
<b>Contact Telephone Number:</b>	Referrers Telephone Number
<b>Email Address:</b>	Referrers Email Address

<b>RELEVANT DATES</b>	
<b>Date the concern first came to light:</b>	When were the concerns first identified?
<b>Date referral made to Prevent:</b>	Date this form was completed & sent off?

<b>SAFEGUARDING CONSIDERATIONS</b>	
<b>Does the Individual have any stated or diagnosed disabilities, disorders or mental health issues?</b>	Yes / No
Please describe, stating whether the concern has been diagnosed.	
<b>Have you discussed this Individual with your organisations Safeguarding / Prevent lead?</b>	Yes / No
What was the result of the discussion?	
<b>Have you informed the Individual that you are making this referral?</b>	Yes / No
What was the response?	
<b>Have you taken any direct action with the Individual since receiving this information?</b>	Yes / No
What was the action & the result?	
<b>Have you discussed your concerns around the Individual with any other agencies?</b>	Yes / No
What was the result of the discussion?	

### **INDIVIDUAL'S EMPLOYMENT / EDUCATION DETAILS**

Reviewed 1<sup>st</sup> September 2021

<b>Current Occupation &amp; Employer:</b>	Current Occupation(s) & Employer(s)
<b>Previous Occupation(s) &amp; Employer(s):</b>	Previous Occupation(s) & Employer(s)
<b>Current School / College / University:</b>	Current Educational Establishment(s)
<b>Previous School / College / University:</b>	Previous Educational Establishment(s)
<b>THANK YOU</b>	
Thank you for taking the time to make this referral. Information you provide is valuable and will always be assessed.	
If there is no Prevent concern but other safeguarding issues are present, this information will be sent to the relevant team or agency to provide the correct support for the individual(s) concerned.	

This form is to help you refer concerns about an individual who may be vulnerable to being drawn into terrorism. Below are questions which may help you to quantify and structure your concerns. The list is not exhaustive and other factors may be present but they are intended as a guide to help communicate your professional judgement about what has led you to make this referral.

### **Faith / ideology**

Are they new to a particular faith / faith strand?

Do they seem to have naïve or narrow religious or political views?

Have there been sudden changes in their observance, behaviour, interaction or attendance at their place of worship / organised meeting?

Have there been specific examples or is there an undertone of “Them and Us” language or violent rhetoric being used or behaviour occurring?

Is there evidence of increasing association with a closed tight knit group of individuals / known recruiters / extremists / restricted events?

Are there particular grievances either personal or global that appear to be unresolved / festering?

Has there been an increase in unusual travel abroad without satisfactory explanation?

### **Personal / emotional / social issues**

Is there conflict with their families regarding religious beliefs / lifestyle choices?

Is there evidence of cultural anxiety and / or isolation linked to insularity / lack of integration?

Reviewed 1<sup>st</sup> September 2021

Is there evidence of increasing isolation from family, friends or groups towards a smaller group of individuals or a known location?

Is there history in petty criminality and / or unusual hedonistic behaviour (alcohol/drug use, casual sexual relationships, and addictive behaviours)?

Have they got / had extremist propaganda materials ( DVD's, CD's, leaflets etc.) in their possession?

Do they associate with negative / criminal peers or known groups of concern?

Are there concerns regarding their emotional stability and or mental health?

Is there evidence of participation in survivalist / combat simulation activities, e.g. paint balling?

### **Risk / Protective Factors**

What are the specific factors which are contributing towards making the individual more vulnerable to radicalisation? E.g; mental health, language barriers, cultural anxiety, impressionability, criminality, specific grievance, transitional period in life etc.

Is there any evidence of others targeting or exploiting these vulnerabilities or risks?

What factors are already in place or could be developed to firm up support for the individual or help them increase their resilience to negative influences? E.g. positive family ties, employment, mentor / agency input etc.



## ***Old Buckenham Primary School and Nursery***

### **Appendix 4: Extremism and radicalisation risk assessment**

Scope- this assessment considers the risk presented to students through extremism and radicalisation.

Harm- 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 young people vulnerable to future manipulation and exploitation. OBPSN is clear that this exploitation and radicalisation should be viewed as a safeguarding concern. OBPSN 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. An associated harm to the school as a whole, may be through an unintended association with an extremist group or individual.

Risk control strategy- the school has adopted an approach based on prevention, protection, response

- Prevention- education, awareness, training and policy
- Protection- defensive systems, security settings, monitoring
- Response- investigation, referral to external agencies, disciplinary action, review of arrangements

This assessment will be reviewed annually or in event of any related incident or increased threat.

Reviewed 1<sup>st</sup> September 2021

<b>Location</b>	OBPSN and off site visit locations	<b>Assessment date</b>	1.9.21
<b>Activity</b>	As set out in the scope	<b>Assessment by</b>	Helen Mitchell
<b>Date</b>	Term and holiday time	<b>Review date of assessment:</b>	Insert date

<b>Hazards</b>	<b>How harm might occur</b>	<b>Existing risk control measures</b>	<b>Current risk rating</b>	<b>Additional risk control measures required</b>	<b>Outcome risk rating</b>
Exposure to on line material and/or sharing of such with others	<ul style="list-style-type: none"> <li>Students accessing extremist material</li> </ul>	<ul style="list-style-type: none"> <li>Security settings for internet access</li> <li>Safeguarding arrangements</li> <li>Mobile phone agreement</li> <li>Pastoral care/ students raising concerns</li> <li>Student education and understanding of the risk through PSHE curriculum and assemblies</li> </ul>	4	<p>Need for checking with Trust IT support that our settings for security are secure.</p> <p>Need to revise procedures regarding children bringing in mobile phones in Year 6 (and possibly Year 5 from summer term)</p>	
Exposure to off line material or views	<ul style="list-style-type: none"> <li>Hard copy material</li> <li>Visiting speakers</li> <li>DVDs etc</li> </ul>	<ul style="list-style-type: none"> <li>Student supervision</li> <li>Staff awareness</li> <li>Safeguarding arrangements</li> <li>School control over visitors and speakers</li> </ul>	4	<p>Prevent training needs to be completed. Awareness raised as part of whole school safeguarding training but further up to date training required- date tbc</p>	

 Reviewed 1<sup>st</sup> September 2021

Hazards	How harm might occur	Existing risk control measures	Current risk rating	Additional risk control measures required	Outcome risk rating
		<ul style="list-style-type: none"> <li>• Pastoral care/ students raising concerns</li> <li>• Staff Prevent training [DATE COMPLETED]</li> <li>• Ongoing staff awareness through annual safeguard training and updates</li> <li>• Student education and understanding of the risk through PSHE curriculum and assemblies</li> </ul>		Assemblies to include awareness of different groups etc	
Normalisation and trivialisation of the image and messages of violent extremism	Display of imagery, symbols or the language of such extremism	<ul style="list-style-type: none"> <li>• Staff supervision and awareness</li> <li>• Safeguarding arrangements</li> <li>• Pastoral care/ students raising concerns</li> <li>• Staff Prevent training [DATE COMPLETED]</li> <li>• Ongoing staff awareness through annual safeguard training and updates</li> <li>• Student education and understanding of the risk through PSHE curriculum and assemblies</li> </ul>	3	Prevent training tbc	

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<b>Hazards</b>	<b>How harm might occur</b>	<b>Existing risk control measures</b>	<b>Current risk rating</b>	<b>Additional risk control measures required</b>	<b>Outcome risk rating</b>
Exposure to extremism from with the local community or when off site	Display of imagery, symbols or the language of such extremism when off site	<ul style="list-style-type: none"> <li>• Off site visits approval system</li> <li>• Site security arrangements with regard to visitors</li> <li>• Pastoral care/ students raising concerns</li> <li>• Raising awareness for Parents/Carers</li> </ul>	1	All staff conduct an initial visit to support risk assessment- this to be part of this.	
Association of School with extremism through a facility hire by external group	Booking taken for group with extremist links/views	<ul style="list-style-type: none"> <li>• Pre booking checks</li> </ul>	1		

Lead member of staff signature and name.....

**SUPPORTING MEASURES:**

1. The Prevent self assessment tool will be used by the school to inform arrangements.
2. Radicalisation and extremism will be included within the Safeguarding Policy and associated training

Reviewed 1<sup>st</sup> September 2021

### MATRIX USED FOR RISK GRADING

		Potential severity of harm		
		Slightly Harmful 1	Harmful 2	Extremely Harmful 3
Likelihood of harm occurring	Highly unlikely 1	Trivial 1	Tolerable 2	Moderate 3
	Unlikely 2	Tolerable 2	Moderate 4	Substantial 6
	Likely 3	Moderate 3	Substantial 6	Intolerable 9

Reviewed 1<sup>st</sup> September 2021

## APPENDIX 5

## OBPSN PSHE Prevent Curriculum

Year/Age	Puzzle	Piece	Content included	Statutory RSHE outcome
Ages 3-4 Foundation 1 Nursery	Being Me in My World	1	Understanding that we are similar and different	R12
	Celebrating Difference	1	Discussing what makes us special and unique	R12
	Celebrating Difference	3	Different families (photos show racial differences)	R1, R3, R4
Ages 4-5 Foundation 2 Reception	Being Me in My World	1	How it feels to belong and that we are similar and different	R9, R12, H3
	Celebrating Difference	2	Understanding that being different makes us all special	R12
	Celebrating Difference	3	Different families (photos show racial differences)	R1, R3, R4
Ages 5-6 Year 1	Celebrating Difference	2	Identifying differences between people in my class	R12
	Celebrating Difference	6	Understanding these differences make us all special and unique	R12
Ages 6-7 Year 2	Celebrating Difference	6	(Although the content for year two is towards gender stereotypes, this final lesson draws on all differences.) Understanding that differences make us all special and unique	R12, R16, R17, R18
Ages 7-8 Year 3	Celebrating Difference	5	Recognising that some words are used in hurtful ways, try hard not to use hurtful words (e.g. gay, fat) (The example given is "gay" but the teacher could adapt to include racist remarks.)	R9, R13, R17, H3, H8
Ages 8-9 Year 4	Celebrating Difference	1	Understanding that, sometimes, we make assumptions based on what people look like	R18
Ages 9-10 Year 5	Being Me in My World	2/3	Empathise with people in this country whose lives are different to my own. (Lesson is based on refugees but discusses the stereotyping and	R9, R12, R13, R18, H3

 Reviewed 1<sup>st</sup> September 2021

			prejudice that can go along with their situation which is equally applicable to racism.)	
	Celebrating Difference	2	Understanding what racism is and being aware of my attitude towards people from different races	R9, R12, R12, R17, R18, H4, H8
Ages 10-11 Year 6	Celebrating Difference	1	Prejudice and perceptions	R9, R12, R13, R17, R18, H4, H8
	Celebrating Difference	4	Scenario about bullying which includes a girl getting bullied because she has a dark tone to her skin	R9, R13, R17, R18, H8
	Celebrating Difference	6	Race considered as a cause for difference but also a cause for celebrating that difference	R12, R16, R18

PSHE Whole School Curriculum Map

	<b>Puzzle 1 Being me in my world</b>	<b>Puzzle 2 Celebrating difference</b>	<b>Puzzle 3 Dreams and Goals</b>	<b>Puzzle 4 Healthy Me</b>	<b>Puzzle 5 Relationships</b>	<b>Puzzle 6 Changing Me</b>
<b>EYFS - Reception</b>	I understand how it feels to belong and that we are similar and different. I can start to recognise and manage my feelings. I enjoy working with others to make school a good place to be. I understand why it is good to be kind and use gentle hands. I am starting to understand children's <b>rights</b> and this means we should all be allowed to learn and play. I am learning what being responsible means.	I can identify something I am good at and understand everyone is good at different things. I understand that being different makes us all special. I know we are all different but the same in some ways. I can tell you why I think my home is special to me. I know which words to use to stand up for myself when someone says or does something unkind.	I understand that if I <b>persevere</b> I can tackle challenges. I can tell you about a time I didn't give up until I achieved my goal. I can set a goal and work towards it. Obstacles and Support I can use kind words to encourage people. I understand the link between what I learn now and the job I might like to do when I'm older. I can say how I feel when I achieve a goal and know what it means to feel proud.	I understand that I need to exercise to keep my body healthy. I understand how <b>moving</b> and resting are good for my body. I know which foods are healthy and not so healthy and can make healthy eating choices. I know how to help myself go to sleep and understand why sleep is good for me. I can wash my hands thoroughly and understand why this is important especially before I eat and after I go to the toilet. I know what a stranger is and how to stay safe if a stranger approaches me.	I can identify some of the jobs I do in my family and how I feel like I belong. I know how to make friends to stop myself from feeling lonely. I can think of ways to solve problems and stay friends. I am starting to understand the impact of unkind words. I can use Calm Me time to manage my feelings. I know how to be a good friend.	I can name parts of the body. I can tell you some things I can do and foods I can eat to be healthy. I understand that we all grow from babies to adults. I can express how I feel about moving to Year 1. I can talk about my worries and/or the things I am looking forward to about being in Year 1. I can share my memories of the best bits of this year in Reception.

Y 1	Explain why our class is a happy and safe place to learn. Give different examples where we make our class happy and safe.	Say ways that we are different and <b>similar</b> to other people in class, and why this makes us all special. Explain what bullying is and how being bullied might make somebody feel.	Explain how we feel when we are successful and how this can be celebrated positively. Say why our internal treasure chest is an important place to store positive feelings.	Explain why we think our body is amazing and identify a range of ways to keep it safe and healthy. Give examples where being healthy can help us feel happy.	Explain why we have special relationships with some people and how these relationships help us feel safe and good about ourselves. Also explain how our qualities help these relationships. Give examples of behaviour in other people that we appreciate and behaviours that we don't like.	Compare how we are now to when we were a baby and explain some of the changes that happen as we get older. Use the correct names for penis, testicles, anus, vagina, vulva, and give reasons why they are private. Explain why some changes we might experience might feel better than others.
Y 2	Explain why our behaviour can impact on other people in class. Compare our own and our friends' choices and express why some choices are better than others.	Explain that sometimes people get bullied because they are seen to be different, this might include people who do not conform to gender stereotypes. explain how it feels to have a friend and be a friend. also explain why it is OK to be different from my friends.	Explain how we played our part in a group and the parts other people played to create an <b>end product</b> . Explain how our skills complemented each other. Explain how it felt to be part of a group and identify a range of feelings about group work.	Explain why foods and medicines are good for my body comparing my ideas with less healthy/unsafe choices. Compare our own and our friends' choices and express how it feels to make healthy and safe choices.	Explain why some things might make us feel uncomfortable in a relationship and compare this with relationships that make us feel safe and special. Give examples of different problem-solving techniques and explain how we might use them in certain situations in relationships	Use the correct terms to describe penis, testicles, anus, vagina, vulva and explain why they are private. Explain why some types of touches feel OK and others don't. Say what you like and don't like about being a boy/girl and getting <b>older</b> and recognise that other people might feel differently.
Y 3	Explain how our behaviour can affect how others feel and behave. Explain why it is important to have rules and how that helps everyone in class learn. Explain why it is important to feel valued.	Describe different conflicts that might happen in family or friendship groups and how words can be used in hurtful or kind ways when conflicts happen. Explain how being involved with conflict makes us feel and offer strategies to help the situation.	Explain the different things that help us learn and what we need to do to improve. We are confident and positive when we share my success with others. Explain how these feelings can be stored in our internal treasure chest and why this is important.]	Identify things, people and places that we need to keep safe <b>from</b> and suggest strategies for keeping ourselves safe and healthy including who to go to for help. Express how being anxious/ scared and unwell feels.	Explain how our life is influenced positively by people we know and also by people from other countries. Explain why our choices might affect our family, <b>friendships</b> and people around the world who we don't know.	Explain how boys' and girls' bodies change on the inside/outside during the growing up process and can tell you why these changes are necessary so that their bodies can make babies when they grow up. Recognise how we feel about changes happening to us and suggest ideas to cope with these feelings.



Y 4	<p>Explain why being listened to and listening to others is important in the school community. Explain why being democratic is important and can help us all feel valued.</p>	<p>Suggest a time when the first impression of someone changed as we got to know them. Explain why bullying might be difficult to spot and what to do about it if we're not sure. Explain why it is good to accept ourselves and others for who we are.</p>	<p>Plan and set new goals even after a disappointment. Explain what it means to be resilient and have a positive attitude.</p>	<p>Recognise when people are putting us under pressure and explain ways to resist this when we want to. Identify feelings of anxiety and fear associated with peer pressure.</p>	<p>Recognise how people are feeling when they miss a special person or animal. Suggest ideas that might help us manage our feelings when missing a special person or animal.</p>	<p>summarise the changes that happen to boys' and girls' bodies that prepare them for making a baby when they are older. Explain some of the choices we might make in the future and some of the choices that we have no control over. Suggest how we might manage our feelings when changes happen</p>
Y 5	<p>Compare our life with other people in our country and explain why we have rules, rights and responsibilities to try and make the school and the wider community a fair place. Explain how the actions of one person can affect another and give examples of this from school and a wider community context.</p>	<p>Explain the differences between direct and indirect types of bullying and can offer a range of strategies to help ourselves and others if we become involved (directly or indirectly) in a bullying situation. Explain why racism and other forms of discrimination are unkind. Express how we feel about discriminatory behaviour.</p>	<p>Compare our hopes and dreams with those of young people from different cultures. Reflect on the hopes and dreams of young people from another culture and explain how this makes us feel.</p>	<p>Explain different roles that food and substances can play in people's lives. Explain how people can develop eating problems (disorders) relating to body image pressures and how smoking and alcohol misuse is unhealthy. Summarise different ways that I respect and value my body.</p>	<p>Compare different types of friendships and the feelings associated with them. Explain how to stay safe when using technology to communicate with friends, including how to stand up for ourselves, negotiate and to resist peer pressure. Apply strategies to manage feelings and pressures we may face to use technology in ways that may be risky or cause harm to ourselves or others.</p>	<p>Explain how boys and girls change during puberty and why looking after myself physically and emotionally is important. Summarise the process of conception. Express how we feel about the changes that will happen to us during puberty. Accept these changes might happen at different times to our friends.</p>
Y 6	<p>Explain how our choices can have an impact on people in our immediate community and globally. Empathise with others in our community and globally and explain how this can influence the choices we make.</p>	<p>Explain ways in which difference can be a source of conflict or a cause for celebration. Show empathy with people in situations where their difference is a source of conflict or a cause for celebration.</p>	<p>Explain different ways to work with others to help make the world a better place. Explain what motivates us to make the world a better place.</p>	<p>Explain when substances including alcohol are being used anti-socially or being misused and the impact this can have on an individual and others. Identify and apply skills to keep ourselves emotionally healthy and to manage stress and pressure</p>	<p>Identify when people may be experiencing feelings associated with loss and also recognise when people are trying to gain power or control. Explain the feelings we might experience if we lose somebody special and when we need to stand up for ourselves or our friends in real or online situations. Offer strategies to help manage these feelings and situations.</p>	<p>Describe how a baby develops from conception through the nine months of pregnancy, and how it is born. Recognise how we feel when we reflect on becoming a teenager and how we feel about the development and birth of a baby.</p>