Surlingham Primary School

Preventing Extremism and Radicalisation Policy

Document Control:

Document Author:	Daniel Halls		
Approval Body:	SET Trustees	**Date** 04.01.2023	
Version Number:	4		
Version Issue Date:	13.07.26	**Effective Date:**	13.07.26
Review Frequency:	Annually (or in line with updates to statutory requirements)		
Method of Dissemination:	Electronic publication to membership		
For Use By:	Membership and all staff where applicable		

Version History:

Version	Date	Author	Reason
V1	27.09.2022	Daniel Halls	Reviewed and moved onto new template.
V2	23.09.24	Victoria Bayliss	Updates: Removed prevent RA template – moved to a separate document

V3	16.09.24	Victoria Bayliss	No changes
V4	13.07.26	Jasmine Stedman	Review and updates

Contents

Background 3
Purpose & aims 3
Definitions 4
Roles and responsibilities 4
Training 5
The role of the curriculum 6
Visitors and the use of school premises 6
Procedures for managing concerns 7
Relevant policies 8
Statutory framework 8
Further resources 9
Appendix 1: Warning Signs/Indicators of Concern 10
Appendix 2: National Prevent referral form 12

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; and
- Keeping pupils safe online by using effective filtering and usage policies.

Purpose & aims

Surlingham Primary School, as a Sapientia Education Trust ("**SET**") school 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.

Our school fully recognises the contribution it can make to promoting the welfare of children and protecting them from harm. This SET 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.

At Surlingham Primary School, we will ensure that:

- All staff and volunteers understand what radicalisation and extremism is and why we need to be vigilant in school;

- Through training, staff and volunteers 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; and
- 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.

This policy applies to all pupils, staff, parents/carers, trustees, volunteers, and visitors.

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

Definitions

For the purpose of this policy:

- **Extremism** – The Government's 2024 definition of extremism describes extremism as the promotion or advancement of an ideology based on violence, hatred or intolerance that aims to negate or destroy the fundamental rights and freedoms of others, undermine democracy, or create a permissive environment for such outcomes.
- **Radicalisation** – Refers to the process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups;
- **Terrorism** – The Terrorism Act 2000 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;
- **Non-violent extremism** - Is extremism, as defined above, which is not accompanied by violence; and
- **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.

Roles and responsibilities

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.

The SET Board of Trustees is accountable for ensuring the effectiveness of this policy and our compliance with it. It will ensure that:

- This policy is reviewed annually alongside our Safeguarding & Child Protection Policy;
- All SET staff undertake appropriate training that equips them with the skills to identify and respond appropriately to concerns regarding extremism and radicalisation;
- 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; and
- There are systems in place for keeping pupils safe from extremist material when accessing the school's internet by using effective filtering and usage policies.

SET will review Surlingham Primary School's Prevent policy and procedures as part of the annual safeguarding audit and review process.

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.

The DSL and Safeguarding team at Surlingham Primary School will make referrals in accordance with Norfolk Channel procedures and will represent our school at Channel meetings as required.

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.

Training

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.

The SET Trustees will also undertake appropriate training to ensure they are able to carry out their duty to safeguard all of the children at our school.

The role of the curriculum

At Surlingham Primary School 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.

Through our curriculum we will aim to:

- Promote fundamental British values;
- 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;
- Enable 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.

We will also achieve this through an explicit PREVENT curriculum delivered through PSHE in Years R-6 (Appendix 3) and through assemblies in Years R-6

Visitors and the use of school premises

At Surlingham Primary School 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.

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; and
- Activities are carefully evaluated by schools to ensure that they are effective.

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.

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

Usage will be monitored and in the event of any behaviour not in-keeping with the Tackling Extremism and Radicalisation Policy, we will contact the police and terminate the arrangement.

Procedures for managing concerns

Surlingham Primary School adheres to the procedures that have been agreed locally through the NORFOLK SAFEGUARDING CHILDREN'S 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.

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.** Guidance on the signs and indicators that a pupil may have been or is vulnerable to radicalisation can be found in Appendix 1

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 the current version of Working Together to Safeguard Children.

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. The concern

must be recorded in line with our schools Safeguarding & Child Protection Policy. In the absence of any of the above, the matter should be brought to the attention of the most senior member of staff.

Following receipt of any information raising concern about vulnerability to radicalisation, the DSL will consider what action to take and will follow NORFOLK SAFEGUARDING CHILDREN'S PARTNERSHIP procedures. All information and actions taken, including the reasons for any decisions made, will be fully documented on MYCONCERN.

All Channel referrals will be made using the referral form that can be found at Appendix 2.

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. If the concern relates to the Headteacher, this will be reported to the SET CEO immediately. In the event that the SET CEO is not contactable on that day, the information must be passed to, and dealt with by the SET Director of HR. Further information on this procedure is outlined in our Safeguarding & Child Protection Policy.

Relevant policies

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
- Online 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

Statutory framework

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

- Prevent duty - Norfolk Schools and Learning Providers - Norfolk County Council
- The Counter-Terrorism & Security Act 2015

- The Prevent Duty Guidance: for England & Wales , HM Government
- The Prevent Duty: Departmental Advice for Schools and Childcare Providers , DfE 2015
- Keeping Children Safe in Education
- Promoting fundamental British values as part of SMSC in schools , DfE 2014
- Working Together to Safeguard Children
- Information Sharing: advice for safeguarding practitioners DfE 2018
- DFE, Making a referral to prevent guidance
- DFE, Prevent duty self-assessment tool for schools

Further resources

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.

Educate.Against.Hate has been developed by the Department of Education and provides advice, support and resources to schools and parents/carers to protect children from extremism and radicalisation.

Appendix 1: 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; or
- **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;
- 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 artwork 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 ; or
    - 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 2: National Prevent referral form

National Prevent referral form (norfolk-pcc.gov.uk)

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?
- 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.

Appendix 3: Surlingham Primary School PSHE Prevent Curriculum

Jigsaw 3 -11/12 Knowledge Content: Snapshot Overview

Age Group	Being Me In My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Ages 3-5	Self-identity Understanding feelings Being in a classroom Being gentle Rights and responsibilities	Identifying talents Being special Families Where we live Making friends Standing up for yourself	Challenges Perseverance Goal-setting Overcoming obstacles Seeking help Jobs Achieving goals	Exercising bodies Physical activity Healthy food Sleep Keeping clean Safety	Family life Friendships Breaking friendships Falling out Dealing with bullying Being a good friend	Bodies Respecting my body Growing up Growth and change Fun and fears Celebrations
Ages 5-6	Feeling special and safe Being part of a class Rights and responsibilities Rewards and feeling proud Consequences Owning the learning charter	Similarities and differences Understanding bullying and knowing how to deal with it Making new friends Celebrating the differences in everyone	Setting goals Identifying successes and achievements Learning styles Working well and celebrating achievement with a partner Tackling new challenges Identifying and overcoming obstacles Feelings of success	Keeping myself healthy Healthier lifestyle choices Keeping clean Being safe Medicine safety/ safety with household items Road safety Linking health and happiness	Belonging to a family Making friends/being a good friend Physical contact preferences People who help us Qualities as a friend and person Self-acknowledgement Being a good friend to myself Celebrating special relationships	Life cycles – animal and human Changes in me Changes since being a baby Differences between female and male bodies (correct terminology) Linking growing and learning Coping with change Transition
Ages 6-7	Hopes and fears for the year Rights and responsibilities Rewards and consequences Safe and fair learning environment Valuing contributions Choices Recognising feelings	Assumptions and stereotypes about gender Understanding bullying Standing up for self and others Making new friends Diversity Celebrating difference and remaining friends	Achieving realistic goals Perseverance Learning strengths Learning with others Group co-operation Contributing to and sharing success	Motivation Healthier choices Relaxation Healthy eating and nutrition Healthier snacks and sharing food	Different types of family Physical contact boundaries Friendship and conflict Secrets Trust and appreciation Expressing appreciation for special relationships	Life cycles in nature Growing from young to old Increasing independence Differences in female and male bodies (correct terminology) Assertiveness Preparing for transition
Ages 7-8	Setting personal goals Self-identity and worth Positivity in challenges Rules, rights and responsibilities Rewards and consequences Responsible choices Seeing things from others' perspectives	Families and their differences Family conflict and how to manage it (child-centred) Witnessing bullying and how to solve it Recognising how words can be hurtful Giving and receiving compliments	Difficult challenges and achieving success Dreams and ambitions New challenges Motivation and enthusiasm Recognising and trying to overcome obstacles Evaluating learning processes Managing feelings Simple budgeting	Exercise Fitness challenges Food labelling and healthy swaps Attitudes towards drugs Keeping safe and why it's important online and off line scenarios Respect for myself and others Healthy and safe choices	Family roles and responsibilities Friendship and negotiation Keeping safe online and who to go to for help Being a global citizen Being aware of how my choices affect others Awareness of how other children have different lives Expressing appreciation for family and friends	How babies grow Understanding a baby's needs Outside body changes Inside body changes Family stereotypes Challenging my ideas Preparing for transition

© Jigsaw Education Group

Age Group	Being Me In My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Ages 8-9	Being part of a class team Being a school citizen Rights, responsibilities and democracy (school council) Rewards and consequences Group decision-making Having a voice What motivates behaviour	Challenging assumptions Judging by appearance Accepting self and others Understanding influences Understanding bullying Problem-solving Identifying how special and unique everyone is First impressions	Hopes and dreams Overcoming disappointment Creating new, realistic dreams Achieving goals Working in a group Celebrating contributions Resilience Positive attitudes	Healthier friendships Group dynamics Smoking Alcohol and vaping Assertiveness Peer pressure Celebrating inner strength	Jealousy Love and loss Memories of loved ones Getting and Falling Out Girlfriends and Boyfriends Showing appreciation to people and animals	Being unique Having a baby Girls and puberty Confidence in change Accepting change Preparing for transition Environmental change
Ages 9-10	Planning the year ahead Being a citizen Rights and responsibilities Rewards and consequences How behaviour affects groups Democracy, having a voice, participating	Cultural differences and how they can cause conflict Racism Rumours and name-calling Types of bullying Materials wealth and happiness Enjoying and respecting other cultures	Future dreams The importance of money Jobs and careers Dream job and how to get there Goals in different cultures Supporting others (charity) Motivation	Smoking including vaping Alcohol and vaping Alcohol and anti-social behaviour Emergency aid Body image Relationships with food Healthy choices Motivation and behaviour	Self-recognition and self-worth Building self-esteem Safer online communities Rights and responsibilities online Online gaming and gambling Reducing screen time Dangers of online grooming SMARRT internet safety rules	Self- and body image Influence of online and media on body image Puberty for girls Puberty for boys Conception (including IVF) Growing responsibility Coping with change Preparing for transition
Ages 10-11	Identifying goals for the year Global citizenship Children's universal rights Feeling welcome and valued Choices, consequences and rewards Group dynamics Democracy, having a voice Anti-social behaviour Role-modelling	Perceptions of normality Understanding disability Power struggles Understanding bullying Inclusion/exclusion Differences as conflict, difference as celebration Empathy	Personal learning goals, in and out of school Success criteria Emotions in success Making a difference in the world Motivation Recognising achievements Compliments	Taking personal responsibility How substances affect the body Exploitation including 'county lines' and gang culture Emotional and mental health Managing stress	Mental health Identifying mental health worries and sources of support Love and loss Managing feelings Power and control Assertiveness Technology safety Take responsibility with technology use	Self-image Body-image Puberty and feelings Conception to birth Reflections about change Physical attraction Respect and consent Boyfriends/girlfriends Sexting Transition
Ages 11-12 (Scotland)	Personal identity What influences personal identity Identify personal strengths How do others see me? Group identity My growing sense of personal identity and independence Online and global identity Expectations	Assertiveness Prejudice and discrimination My values and those of others Challenging stereotypes Discrimination in school How prejudice and discrimination fuels bullying Being inclusive	What are my dreams and goals? Steps to success Coping when things don't go to plan Rewarding my dreams Intrinsic and extrinsic motivation Keeping my dreams alive How dreams and goals change in response to life	Healthy choices about my emotional health Managing stress Manging my choices around substances Managing my nutritional choices Medicines and immunisation Healthy choices about physical activity and rest/sleep	My changing web of friendships Support I need now and in the future Developing positive relationships What external factors affect relationships e.g. media influences? Assertiveness in relationships The changing role of families	My changing body and feelings What is self -image? Coping during times of change My changing ways of thinking Manging my changes in mood Moving forwards into my next year of education

© Jigsaw Education Group