

# Hunton & Arrathorne Community Primary School



## Guidance to Staff about the Prevention of Extremist Behaviour/Radicalisation April 2021+

The School has been advised that it would be appropriate to brief staff regarding the prevention of extremist behaviour/radicalisation. All staff are therefore asked to read and take account of the following guidance from the Local Authority.

### **Prevention of Extremist Behaviour/Radicalisation**

As part of its responsibility the Local Authority has published the following information and guidance:

#### **What is This?**

The Office for Security and Counter-Terrorism in the Home Office, works to counter the threat from terrorism, via its CONTEST strategy. CONTEST is based on 4 areas of work:

- pursue:** to stop terrorist attacks;
- prevent:** to stop people becoming terrorists or supporting terrorism;
- protect:** to strengthen our protection against a terrorist attack; **prepare:** to mitigate the impact of a terrorist attack.

Preventative work with children and with schools is an important part of the strategy. Schools are important not because there is significant evidence to suggest children are being radicalised – there is not – but because they can play a vital role in preparing young people to challenge extremism and the ideology of terrorism and effectively rebut those who are apologists for it. Schools can help to protect children from extremist views in the same ways that they help to safeguard children from drugs, gang violence or alcohol.

North Yorkshire is a safe place in which to live and work and incidents of violent crime are low. However there are vulnerable sites within the county including



scientific research laboratories, historical and religious sites, military sites and many crowded places that could be targeted for attack by extremists. Nationally the largest threat to security is from international terrorist organisations. In North Yorkshire threats of extremism may also include far right or far left extremist groups, animal rights groups and environmental groups.

**What Can We Do About It?**

Research suggests that young people who feel alienated or isolated by ‘push’ factors are more vulnerable to being influenced by the ‘pull’ of a single **narrative** and therefore more susceptible to **radicalisation**. Universal provision around the prevention of violent extremism is embedded within effective mainstream provision. Work to engage children and young people; develop their social and emotional skills; educate them in citizenship, peaceful protest, global learning and e-safety; recognise and support their individual needs; give them a voice; develop community cohesion and so on, already features within the provision of our primary and secondary schools and within other settings where children and young people come together. Effective universal provision should make a young person less susceptible to radicalisation.

Staff, particularly at secondary phase and beyond, should also be made aware of the potential indicators that a young person may be becoming involved in extremism and know how and where to refer any concerns.

**Early Intervention Is Crucial.**

<p><b>Some factors that may contribute to vulnerability to extremism</b></p>	<p><b>Some indicators that a young person may be becoming involved in extremism</b></p>
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<ul style="list-style-type: none"> <li>• Experience of poverty, disadvantage or social exclusion.</li> <li>• Conflict with family over religious beliefs and/or lifestyle choices/extreme political views.</li> <li>• Identity confusion.</li> <li>• Victim or witness to race or religious hate crime.</li> <li>• Underachievement.</li> <li>• An event or series of traumatic events – global, national or personal.</li> <li>• Rejected by peer, faith or social group or family.</li> <li>• Recent religious conversion.</li> <li>• May possess literature related to extreme views (access via internet?).</li> <li>• Extremist influences.</li> <li>• Pressure from peers associated with extremism. <i>Based on academic research Dr J Cole and Dr B Cole (2009)</i></li> </ul>	<ul style="list-style-type: none"> <li>• Becoming a loner.</li> <li>• Obsessed by the internet/social networking sites – and secretive about what they are doing.</li> <li>• Uncooperative/disengaged.</li> <li>• Abusive/aggressive/extremist views/comments/threats/language.</li> <li>• Fascination/fixation with weapons (e.g. drawing guns) /chemicals/explosives/extremist activity/ events.</li> <li>• Carrying weapons.</li> <li>• Changes in relationships/withdrawal from family.</li> <li>• Changes in friendship groups (including adult relationships)/desire to be part of a gang.</li> <li>• Change in behaviour or appearance due to new influences.</li> <li>• Seeking to recruit/'groom' others to an extremist ideology.</li> <li>• Possession of violent extremist literature.</li> <li>• Absence patterns/emergent travel plans e.g. Syria.</li> </ul>
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Young people may be vulnerable to a range of risks as they pass through adolescence. There is no single profile of a violent extremist and the presence of one or more of the above factors or indicators will not necessarily lead to radicalisation or engagement in violent activity. Every case will need to be considered on an individual basis.

<p><b>Questions to ask yourself if you are concerned about a young person?</b></p> <ul style="list-style-type: none"> <li>• Who is the young person involved with?</li> <li>• Who are their peers?</li> </ul>	<p><b>If you feel that a young person may be at risk of being involved in radicalisation or extremism...</b></p>
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<ul style="list-style-type: none"> <li>• Have there been changes in the young person's behaviour and attitude? Are there other issues that could be the reason behind the changes? What could the young person be involved in?</li> <li>• Is this a child protection issue?</li> <li>• Who is being affected who may require a safeguarding response? i.e. the concern may relate to adults as well as young people.</li> </ul>	<ul style="list-style-type: none"> <li>• Follow the School's usual safeguarding procedures.</li> <li>• Inform the Senior Designated Officer or Headteacher.</li> </ul>
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## Protocols for Visitors to the School

Occasionally, we have visitors from our wider community who enrich our children's experience of school, providing them with information that helps them make decisions at different phases of their education, widening their understanding of world and global issues and providing motivational inspiration through the sharing of their experiences. Our responsibility to our children is to ensure that they can critically assess and evaluate information they receive, its value to themselves and also that the information is aligned to the ethos and values of the school and British Values.

We achieve this through the following protocols:

- All requests for external visitors/speakers must be discussed with the Headteacher, who will expect to receive from you details about the visitor/speaker or institution and the information the speaker/visitor wishes to communicate clearly defined.
- The information must align to the core values and ethos of the school and to British values.
- Whenever possible a notice period of no less than one month should be made prior to the speaker/visitor coming into school.
- Any key point of contact for the visitor/speaker will be provided who will be the liaison with school.
- The organiser must ascertain that all information communicated by the visitor/speaker must be lawful.

When sufficient information has been collated the Headteacher will be able to make a decision and, if appropriate, give permission for the visitor/speaker to come into School.

### Further guidelines

School safeguarding procedures apply and visiting speakers should normally have photographic identity from his/her institution. They will be issued with a visitors' badge, which they must wear at all times. They will be provided with information about health and safety procedures and the expectations of conduct whilst on site.

Visitors are accompanied by staff in the buildings at all times.



### **During the speech monitoring**

Staff will be present during the visit including, if appropriate, a member of the senior leadership team who is monitoring that the speech aligns with the values and ethos of the school and British values. In the unlikely event that the speech does not meet this requirement, immediate action will be taken by the senior leader to balance the information given.

### **Post speech/visit evaluation**

The speech/visit is evaluated by the organiser as to whether it met the needs of our children. Should the visit/speaker not meet the needs of our children then this will be clearly communicated to the visiting speaker/ institution by the Headteacher.

