

**Ysgol Maes Hyfryd  
Flintshire  
Policy for Extremism & Radicalisation**



**Written: May 2017**

Policy reviewed and approved by the Governing Body on: Oct 2018

Designated Safeguarding Lead .Helen Millard – Head Teacher  
Policy will be reviewed by Oct 2019

(This date should be no more than 12 months after approval and should be synchronised with the Safeguarding Policy for the Ysgol Maes Hyfryd)

## **1. POLICY INTRODUCTION**

Ysgol Maes Hyfryd is fully committed to safeguarding and promoting the welfare of all its pupils. Safeguarding is defined as –

- Protecting children from maltreatment;
- Preventing impairment of children's health or development;
- Ensuring that children are growing up in circumstances consistent with the provision of safe and effective care; and
- Taking action to enable all children to have the best life chances.

Every member of staff recognises that safeguarding against radicalisation and extremism is no different to safeguarding against any other vulnerability in today's society. The Tackling Extremism and Radicalisation Policy sets out our beliefs, strategies and procedures to protect vulnerable individuals from being radicalised or exposed to extremist views, by identifying who they are and promptly providing them with the support.

- All young people have the right to be protected from harm;
- Young people need to be safe and to feel safe in school;
- Young people need support which matches their individual needs, including those who may have experienced abuse;
- Young people have the right to speak freely and voice their values and beliefs;
- Young people must be encouraged to respect each other's values and support each other;

- Young people have the right to be supported to meet their emotional, and social needs as well as their educational needs – a happy healthy sociable young person will achieve better educationally;
- Schools can and do contribute to the prevention of abuse, victimisation, bullying, exploitation, extreme behaviours, discriminatory views and risk taking behaviours; and
- All staff and visitors have an important role to play in safeguarding children and protecting them from abuse.

Ysgol Maes Hyfryd will fulfil their local and national responsibilities as laid out in the following documents:-

[\*\*Working Together to Safeguard Children \(DfE 2013\)\*\*](#)

[\*\*Keeping Children Safe in Education: Statutory guidance for schools and colleges \(DfE April 2014\)\*\*](#)

[\*\*The Children Act 1989\*\*](#)

[\*\*The Education Act 2002 s175 / s157\*\*](#)

[Mental Health and Behaviour in Schools: Departmental Advice \(DfE 2014\)](#)

[All Wales Child Protection Procedures 2008 - Children in Wales](#)

## **2. LINKS TO OTHER POLICIES**

Ysgol Maes Hyfryd Tackling Extremism and Radicalisation Policy links to the following Ysgol Maes Hyfryd policies and should be read in conjunction with them;

- Child Protection and Safeguarding
- Child Sexual Exploitation (CSE) policy
- Equality Policy
- Anti-bullying Policy
- Positive Behaviour Management Policy
- E-Safety Policy.

## **3. AIMS AND PRINCIPLES**

The Tackling Extremism and Radicalisation Policy is intended to provide a framework for dealing with issues relating to vulnerability, radicalisation and exposure to extreme views. This policy will contribute to safeguarding our pupils/students and promoting their welfare.

We recognise that we are well placed to be able to identify safeguarding issues and this policy clearly sets out how the school will deal with such incidents and identifies how the curriculum and ethos underpins our actions.

### **i. THE OBJECTIVES ARE THAT:**

- Standards of behaviour for staff and pupils/students are clarified;
- Contribute to the establishment of a safe, resilient and robust ethos in the school, built on mutual respect, and shared values
- Introduce appropriate work within the curriculum;

- Encouraging pupils/students and parents to participate;
- Alert staff to the signs and indicators that all might not be well;
- Develop staff awareness of the causes of abuse;
- Develop staff's awareness of the risks and vulnerabilities their pupils/students face;
- Address concerns at the earliest possible stage; and reduce the potential risks pupils/students face of being exposed to violence, extremism, exploitation, or victimisation
- Ensure that staff are fully engaged in being vigilant about radicalisation, that they overcome professional disbelief that such issues will not happen here and ensure that we work alongside other professional bodies and agencies to ensure that our pupils are safe from harm.

This policy will contribute to the protection of our pupils/students by:

- Including appropriate work within the curriculum;
- Implementing child protection policies and procedures; and
- Working in partnership with pupils/students, parents and agencies.

#### **4. DEFINITIONS AND INDICATORS**

- i. Radicalisation is defined as the act or process of making a person more radical or favouring of extreme or fundamental changes in political, economic or social conditions, institutions or habits of the mind.
- ii. Extremism is defined as the holding of extreme political or religious views.
- iii. There are a number of behaviours which may indicate a child is at risk of being radicalised or exposed to extreme views, these include:
  - Identity
  - The student/pupil is distanced from their cultural /religious heritage and experiences;
  - Discomfort about their place in society;
  - Personal Crisis – the student/pupil may be experiencing family tensions;
  - A sense of isolation;
  - 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;

- Events affecting the student/pupil's country or region of origin may contribute to a sense of grievance that is triggered by personal experience of racism or discrimination or aspects of Government policy;
- Unmet Aspirations;
- The student/pupil may have perceptions of injustice;
- A feeling of failure;
- Rejection of civic life;
- Experiences of Criminality, involvement with criminal groups;
- Poor resettlement/reintegration on release;
- Special Educational Needs;
- Social interaction;
- Lack of empathy with others;
- Lack of understanding the consequences of their actions; and awareness of the motivations of others

More critical risk factors could include:

- Being in contact with extremist recruiters;
- Accessing violent extremist websites, especially those with a social networking element;
- Possessing or accessing violent extremist literature;
- Using extremist narratives and a global ideology to explain personal disadvantage;
- Justifying the use of violence to solve societal issues;
- Joining or seeking to join extremist organisations;
- Significant changes to appearance and/or behaviour;
- Experiencing a high level of social isolation, resulting in issues of identity crisis and/or personal crisis.
- 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.

## **5. EXPECTATIONS**

### **i. All staff and visitors will:**

- Be familiar with this safeguarding policy;

- Be subject to Safer Recruitment processes and checks, whether they are new staff, supply staff, contractors, volunteers etc.
  - Be involved / aware of individual education programmes, integrated support plans and child in need plans.
  - Be alert to signs and indicators of possible abuse
  - Record concerns and give the record to the designated safeguarding lead – Head teacher – Helen Millard
- ii. All staff will receive basic level one training at least once every three years. Key staff will undertake level two and level three training as agreed by the Governing Body

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

- iii. If any member of staff wishes to invite a visitor in the school, they must first complete a visitor request form. Only after written agreement from the Head Teacher can the visitor enter school and then they will be subject to Safeguarding Checks including DBS checks and photo identification. Pupils are NEVER left unsupervised with external visitors, regardless of safeguarding check outcomes.
- iv. Regular visitors to school are required to sign in at reception and to show an up to date enhanced DBS check for school records. All visitors are given an identification sticker so all staff are aware of their authorisation.
- v. If any agreement is made to allow non-school groups or organisations to use the premises, appropriate checks will be made agreeing 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 contract.

## **6: PROCEDURES FOR REFERRALS**

- i. Although serious incidents involving radicalisation have not occurred at Ysgol Maes Hyfryd to date, it is important for us to be constantly vigilant and remain fully informed about the issues, which affect the local area, city, and society in which we teach. All Staff are reminded to suspend any 'professional disbelief' that instances of radicalisation 'could not happen here' and to be 'professionally inquisitive' where concerns arise, referring any concerns through the appropriate channels.
- ii. We believe that it is possible to intervene to protect people who are vulnerable. **Early intervention is vital** and staff must be aware of the established processes for front line professionals to refer concerns about individuals and/or groups. We must have the confidence to challenge, the confidence to intervene and ensure that we have strong safeguarding practices based on the most up-to-date guidance and best practice.
- iii. THE DESIGNATED SAFEGUARDING LEAD

- Our Designated Safeguarding Lead on the senior leadership team is Head Teacher Helen Millard, she has lead responsibility and management oversight and accountability for child protection and will be responsible for coordinating all child protection activity.
- When the school has concerns about a child, the Designated Safeguarding Lead will decide what steps should be taken.
- Child protection information will be dealt with in a confidential manner. Staff will be informed of relevant details only when the Designated Safeguarding Lead feels their having knowledge of a situation will improve their ability to deal with an individual child and / or family. A written record will be made of what information has been shared with whom, and when.
- Child protection records will be stored securely in a central place separate from academic records. Individual files will be kept for each child: the school will not keep family files. Files will be kept for at least the period during which the child is attending the school, and beyond that in line with current data legislation and guidance.
- Access to these records by staff other than by the Designated Safeguarding Lead will be restricted, and a written record will be kept of who has had access to them and when.
- Parents will be aware of information held on their children and kept up to date regarding any concerns or developments by the appropriate members of staff. General communications with parents will be in line with any home school policies and give due regard to which adults have parental responsibility.
- Do not disclose to a parent any information held on a child if this would put the child at risk of significant harm.
- If a pupil/student moves from our school, child protection records will be forwarded on to the Designated Safeguarding Lead at the new school, with due regard to their confidential nature and in line with current government guidance on the transfer of such records. Direct contact between the two schools may be necessary, especially on transfer from primary to secondary schools. We will record where and to whom the records have been passed and the date.
- If sending by post pupil records will be sent by "Special/Recorded Delivery". For audit purposes a note of all pupil records transferred or received should be kept in either paper or electronic format. This will include the child's name, date of birth, where and to whom the records have been sent and the date sent and/or received.
- If a pupil/student is permanently excluded and moves to a Pupil Referral Unit, child protection records will be forwarded on to the relevant organisation.

- Where a vulnerable young person is moving to a Further Education establishment, consideration should be given to the student's wishes and feelings on their child protection information being passed on in order that the FE establishment can provide appropriate support.
- When a Designated Safeguarding Lead resigns their post or no longer has child protection responsibility, there should be a full face to face handover/exchange of information with the new post holder.
- In exceptional circumstances when a face to face handover is unfeasible, the Head Teacher will ensure that the new post holder is fully conversant with all procedures and case files.

## **7 GOVERNORS, LEADERS AND STAFF**

- i. The Head Teacher and all members of the SMT are the leaders for referrals relating to extremism and radicalisation.
- ii. Staff will be fully briefed about what to do if they are concerned about the possibility of radicalisation relating to a pupil, or if they need to discuss specific children whom they consider to be vulnerable to radicalisation or extremist views.
- iii. The SMT will work in conjunction with the Head Teacher and external agencies to decide the best course of action to address concerns which arise.

Prejudicial behaviour can be a factor in radicalisation and extremism. With this in mind, the School has updated procedures for dealing with prejudicial behaviour, as outlined in the Positive Behaviour Policy and Equality Policy.

### **THE GOVERNING BODY**

- vi. The Governing Body are the accountable body for ensuring the safety of the school. The governing body will ensure that:
  - The school has a safeguarding policy in accordance with the procedures of All Wales Child Protection.
  - The school operates "safer recruitment" procedures and ensures that appropriate checks are carried out on all new staff and relevant volunteers;
  - At least one senior member of the school's leadership team acts as a Designated Safeguarding Lead;
  - The Designated Safeguarding Lead attends appropriate refresher training every two years;
  - All other staff who work with pupils / students undertake training at three yearly intervals;
  - Temporary staff and volunteers are made aware of the school's arrangements for child protection and their responsibilities;

- The school remedies any deficiencies or weaknesses brought to its attention without delay; and
  - The school has procedures for dealing with allegations of abuse against staff/volunteers.
  - The governing body reviews its policies/procedures annually
- vii. The Nominated Governor is responsible for liaising with the Head Teacher over all matters regarding child protection issues. The role is strategic rather than operational – they will not be involved in concerns about individual pupils/students.
- viii. The Nominated Governor will liaise with the Head Teacher to produce an annual report for governors and the local authority
- ix. A member of the governing body is nominated to be responsible for liaising with the local authority and other partner agencies in the event of allegations of abuse being made against the Head Teacher.

## **8 OUR ROLE IN THE PREVENTION OF ABUSE**

We will provide opportunities for pupils/students to develop skills, concepts, attitudes and knowledge that promote their safety and well-being.

### **The curriculum**

- i. Relevant issues will be addressed through the PSE curriculum, for example self-esteem, emotional literacy, assertiveness, power, sex and relationship education, e-safety and bullying. Our curriculum is broad and balanced. It promotes respect, tolerance and diversity. Pupil/Students are encouraged to share their views and recognise that they are entitled to have their own different beliefs which should not be used to influence others.
- Our PSE provision is embedded across the curriculum as well as delivered as discrete lessons. It directs our assemblies and underpins the ethos of the school. It is recognised that pupils/students with low aspirations are more vulnerable to radicalisation and therefore we strive to equip our pupils/students with confidence, self-belief, respect and tolerance as well as setting high standards and expectations for themselves. (See PSE curriculum overview)
- ii. Pupils/Students are regularly taught about how to stay safe when using the internet and are encouraged to recognise that people are not always who they say they are online. They are taught to seek adult help if they are upset or concerned about anything they read or see on the internet. Relevant issues will be addressed through other areas of the curriculum.



## **Other areas of work**

- iii. All our policies, which address issues of power and potential harm, for example bullying, equal opportunities, handling, positive behaviour, will be linked to ensure a whole school approach.
- iv. Our safeguarding policy cannot be separated from the general ethos of the school, which should ensure that pupils/students are treated with respect and dignity, taught to treat each other with respect, feel safe, have a voice, and are listened to.

## **9. A SAFER SCHOOL CULTURE**

- i. The school pays full regard to 'Keeping Children Safe in Education' (DfES 2014). Safer recruitment practice includes scrutinising applicants, verifying identity and academic or vocational qualifications, obtaining professional and character references, checking previous employment history and ensuring that a candidate has the health and physical capacity for the job. It also includes undertaking interviews and undertaking appropriate checks through the Disclosure and Barring Service (DBS).
- ii. All recruitment materials will include reference to the school's commitment to safeguarding and promoting the wellbeing of pupils.

### **Staff support**

- iii. We recognise the stressful and traumatic nature of child protection work. We will support staff by providing an opportunity to talk through their anxieties with the Designated Safeguarding Lead and to seek further support as appropriate.

## **10 SAFEGUARDING PUPILS/STUDENTS WHO ARE VULNERABLE TO EXTREMISM**

- i. Since 2010, when the Government published the Prevent Strategy, there has been an awareness of the specific need to safeguard children, young people and families from violent extremism. There have been several occasions both locally and nationally in which extremist groups have attempted to radicalise vulnerable children and young people to hold extreme views including views justifying political, religious, sexist or racist violence, or to steer them into a rigid and narrow ideology that is intolerant of diversity and leaves them vulnerable to future radicalisation.
- ii. Ysgol Maes Hyfryd values freedom of speech and the expression of beliefs / ideology as fundamental rights underpinning our society's values. Both pupils/students and teachers have the right to speak freely and voice their opinions. However, freedom comes with responsibility and free speech that is designed to

manipulate the vulnerable or that leads to violence and harm of others goes against the moral principles in which freedom of speech is valued. Free speech is not an unqualified privilege; it is subject to laws and policies governing equality, human rights, community safety and community cohesion.

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

### **Risk reduction**

- v. When any member of staff has concerns that a pupil may be at risk of radicalisation or involvement in terrorism, they should speak with the Designated Safeguarding Lead- Helen Millard.
- vi. Numerous factors can contribute to and influence the range of behaviours that are defined as violent extremism, but most young people do not become involved in extremist action. For this reason the appropriate interventions in any particular case may not have any specific connection to the threat of radicalisation, for example they may address mental health, relationship or drug/alcohol issues.

## **11 POLICY REVIEW**

Ysgol Maes Hyfryd Tackling Extremism and Radicalisation Policy will be reviewed annually as part of the overall Child Protection and Safeguarding policy review.

**Signed** .....

**Chair of Governors**

**Date** .....

## **Appendix 1 – Dealing with referrals**

We are aware of the potential indicating factors that a child is vulnerable to being radicalised or exposed to extreme views, including peer pressure, influence from other people or the internet, bullying, crime and anti-social behaviour, family tensions, race/hate crime, lack of self-esteem or identity, prejudicial behaviour and personal or political grievances.

Where there are concerns of extremism or radicalisation parents, pupils and staff will be encouraged to make use of our internal systems to raise any issue in confidence with senior management.

Our lead person for Prevent is the Designated Safeguarding Lead - Helen Millard who would normally be the first point of contact should there be any concerns. The Designated Safeguarding lead will follow the school safeguarding procedure to refer any concerns. Additional advice can be obtained from the North Wales Police Prevent team where necessary.

### **Useful Contacts:**

#### **North Wales Police Prevent Team:**

##### **Rhingyll/Sergeant 1739 Neal Parkes (PolSa)**

Cydlynnydd Prevent/ Prevent Coordinator  
Gwasanaethau Lleol Heddlu/Local Policing Services  
Pencadlys yr Heddlu/Police Headquarters  
Bae Colwyn/Colwyn Bay  
Ffon/telephone : 01745 588814 ext./ex 88814  
BB 07768035316  
Epost/ email: [neal.parkes@nthwales.pnn.police.uk](mailto:neal.parkes@nthwales.pnn.police.uk)

##### **Cwnstabl/ Constable 149 Rob Darnell**

Swyddog Ymgysylltiad Prevent/ Prevent Engagement Officer  
Pencadlys yr Heddlu/ Police Headquarters  
Bae Colwyn/ Colwyn Bay  
LL29 8AW  
Ffon/Telephone : 01492 805387/ 07896172825  
Epost/email: [rob.darnell@nthwales.pnn.police.uk](mailto:rob.darnell@nthwales.pnn.police.uk)

## **Appendix 2– Additional materials**

### **The Prevent Duty : advice for schools and Childcare providers**

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/439598/prevent-duty-departmental-advice-v6.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/439598/prevent-duty-departmental-advice-v6.pdf)

### **Supplementary guidance: inspecting safeguarding in schools and PRUs (Estyn, 2015)**

<http://www.estyn.gov.wales/document/supplementary-guidance-inspecting-safeguarding-schools-and-prus>

### **Respect and resilience: Developing community cohesion – a common understanding for schools and their communities (2011)**

[www.gov.wales/docs/dcells/publications/110209respecten.pdf](http://www.gov.wales/docs/dcells/publications/110209respecten.pdf)

### **Recommended web filtering standards for school in Wales (2015)**

[www.gov.wales/docs/dcells/publications/150629-recommended-web-filtering-standards-en.pdf](http://www.gov.wales/docs/dcells/publications/150629-recommended-web-filtering-standards-en.pdf)

Written May 2017