

St Mark's Church of England Academy

Tackling Extremism & Radicalisation Policy

Next Review Date: October 2018

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Agreed	October 2016
Signed	
Date	
Approval by	LGB
Next review due	October 2018

This policy should be read with the following policies, and reflects government guidance's:

- Safeguarding & Child Protection Policy
- Equality Policy
- Anti-Bullying Policy
- Behaviour Management Policy
- E-Safety Policy
- PREVENT Duty Guidance: for England and Wales, 2015
- Channel Duty Guidance, 2015
- Keeping Children Safe in Education, July 2015
- Working Together to Safeguard Children, 2015
- CST Staff Code of Conduct

POLICY STATEMENT

CST and St Mark's Academy is fully committed to safeguarding and promoting the welfare of all its pupils. 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 Anti-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 support.

LINKS TO OTHER POLICIES

The Tackling Extremism and Anti-radicalisation Policy links to the following CST policies;

- Child Protection and Safeguarding
- Equality Policy
- Anti-bullying Policy
- Behaviour Policy
- E-Safety Policy
- Lettings Policy

The following national guidelines should also be read when working with this policy;

- PREVENT Duty Guidance for England and Wales, 2015
- Keeping Children Safe in Education, September 2016
- Working Together to Safeguard Children, 2015
- Channel Duty Guidance, 2015

AIMS AND PRINCIPLES

The Tackling Extremism and Anti-radicalisation policy is intended to provide a framework for dealing with issues relating to vulnerability, radicalisation and exposure to extreme views. 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.

The objectives are that:

- All governors, principals/head teachers, teachers, teaching assistants and non-teaching staff will have an understanding of what radicalisation and extremism are and why we need to be vigilant in school.
- All governors, principals/head teachers, teachers, teaching assistants and non-teaching staff will know what the school policy is on tackling extremism and radicalisation and will follow the policy guidance swiftly when issues arise.
- All pupils will understand the dangers of radicalisation and exposure to extremist views; building resilience against these and knowing what to do if they experience them.
- All 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 its systems to ensure they are appropriate and effective.

The main aims of this policy are to 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.

DEFINITIONS AND INDICATORS

Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism leading to terrorism. (During that process it is possible to intervene to prevent vulnerable people being drawn into terrorist-related activity).

Extremism is vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual tolerance of different faiths and beliefs. It also includes calls for death of members to the British armed forces, whether in the United Kingdom or overseas.

There are a number of behaviours which may indicate a child is at risk of being radicalised or exposed to extreme views. These include;

- Spending increasing time in the company of other suspected extremists.
- Changing their style of dress or personal appearance to accord with the group.
- Day-to-day behaviour becoming increasingly centred on an extremist ideology, group or cause.
- Loss of interest in other friends and activities not associated with the extremist ideology, group or cause.
- Possession of materials or symbols associated with an extremist cause.
- Attempts to recruit others to the group/cause.
- Communications with others that suggests identification with a group, cause or ideology.
- 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 behavior
 - 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.

PROCEDURES FOR REFERRALS

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. 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. (See appendix 1 – Dealing with referrals)

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.

A member(s) of the Senior Leadership Team (SLT) is trained as the Designated Safeguarding Lead for Child Protection and Safeguarding and will deal swiftly with any referrals made by staff or with concerns reported by staff.

The Principal/Head teacher has overall responsibility for dealing with concerns about extremism and will discuss the most appropriate course of action on a case-by-case basis and will decide when a referral to external agencies is needed (see appendix 1 – Dealing with referrals)

As with any child protection referral, staff must be made aware that if they do not agree with a decision not to refer; they can make the referral themselves and will have access to contact details for the local authority Channel Panel and Children's Social Care.

Governors, Principal, SLT and Staff

The Principal is the lead for referrals relating to extremism and radicalisation. In the unlikely event that no SLT members and the Principal/ Head teacher are not available, all staff know the routes by which to make referrals to the local authority Channel Panel and Children's Social Care.

The Principal and DSL(s) will attend WRAP (Workshop to Raise Awareness of Prevent)/Prevent Duty training and cascade the training to all staff.

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.

The Principal will work with Children's Social Care or the local Channel Panel to decide the best course of action to address concerns which arise. Actions will be proportionate and the school will multi-agency work with external agencies to seek a positive outcome for the child.

The local governing body and the Principal/Head teacher will conduct a regular risk assessment to ensure that they are aware and are keeping up to date with the risks and potential risks affecting children and young people in their area.

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

THE ROLE OF THE CURRICULUM

Our curriculum promotes respect, tolerance and diversity. Children 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.

The school is committed to promoting British values, and builds resilience and understanding through relevant activities and syllabi that focus on democracy, diversity, mutual respect and debate.

Our PSHE provision is embedded across the curriculum and provides pupils with time to explore sensitive and controversial issues, equipping them with the knowledge and skills to understand and manage difficult situations. We encourage pupils to develop positive character traits such as resilience, determination, self-esteem and confidence. We encourage pupils to set high standards and expectations for themselves.

Children 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.

The school has IT policies, and ensures that children are unable to access terrorist and extremist material when accessing the internet in school. Staff are aware of the risks posed by the online activity of extremist and terrorist groups.

STAFF TRAINING

The Principal/Head teacher and DSL will attend WRAP/Prevent training and cascade the same to all staff. Through INSET opportunities in school, we will ensure that our staff are fully aware of the threats, risks and vulnerabilities that are linked to radicalisation; are aware of the process of radicalisation and how this might be identified early on and are aware of how we can provide support as a school to ensure that our children are resilient and able to resist involvement in radical or extreme activities.

VISITORS AND THE USE OF SCHOOL PREMISES

If any member of staff wishes to invite a visitor in the school, they must first gain approval from the Principal/Head teacher. All visitors will be subject to safeguarding checks (including DBS checks if appropriate) and photo identification. Children are NEVER left unsupervised with external visitors, regardless of safeguarding check outcomes.

Upon arriving at the school, all visitors including contractors, will read the child protection and safeguarding guidance and be made aware of who the DSLs is/are and how to report any concerns which they may experience.

If any agreement is made to allow non-school groups or organisations to use the 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, the school will contact the police and terminate the contract.

POLICY REVIEW

The Tackling Extremism and Anti-radicalisation Policy will be reviewed annually as part of the overall Child Protection and Safeguarding policy review.

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

In the event of prejudicial behaviour the following system will be followed;

- All incidents of prejudicial behaviour will be reported directly to the Principal/Head teacher and DSL.
- All incidents will be fully investigated and recorded in line with the Positive Behaviour Policy and records will be kept in line with procedures for any other safeguarding incident.
- Parents/carers will be contacted and the incident discussed in detail, aiming to identify motivating factors, any changes in circumstances at home, parental views of the incident and to assess whether the incident is serious enough to warrant a further referral. A note of this meeting is kept alongside the initial referral in the Safeguarding folder.
- The Principal/Head teacher and DSL will follow-up any referrals after the incident to assess whether there is a change in behaviour and/or attitude. A further meeting with parents would be held if there is not a significant positive change in behaviour.
- All serious incidents and concerns will be referred to the local authority's Chanel Panel or Children's Social Care: **Matt Tarrant**
1671CT - Prevent & Engagement Officer