



## **Monken Hadley CE Primary School**

*Seek what is good, treasure what is true, do what is right.*

# **RADICALISATION & EXTREMISM POLICY**



<b>Ratified by</b>	Senior Leadership Team
<b>Date</b>	19 <sup>th</sup> January 2016
<b>Date for Review</b>	Spring Term 2019

## Legal background

The Counter-Terrorism and Security Act 2015 places a legal responsibility on schools to prevent people being drawn into terrorism and requires that they challenge extremist ideas. This duty came into force on July 1<sup>st</sup> 2015.

## Definitions

'Radicalisation': the process by which a person comes to support terrorism and forms of extremism which lead to terrorism.

'Extremism': active or vocal opposition to fundamental British values including but not confined to:

- Democracy
- The rule of law
- Individual liberty
- Mutual respect and tolerance of those with different faiths and beliefs.

## Policies

The Prevent Duty should be enshrined within all relevant policies, as each are reviewed. The policies should include:

- Safeguarding
- Curriculum
- Teaching and learning
- Equalities
- Information technology and E-safety
- Behaviour
- Anti-bullying
- Collective worship
- Religious education

It is important to be aware that, whilst there is a lot of media coverage regarding Islamic extremism, there are other organisations, including extreme right wing groups, who can damage society and present a threat to the community. Schools should at all times ensure that their approach to the threat of radicalisation is balanced, calm and proportionate.

In Church of England schools, the Christian values that we teach sit very comfortably alongside the British values that in many cases have grown directly from the Christian heritage of this country. Christian values: <http://www.christianvalues4schools.co.uk/>  
British values [http://schools.london.anglican.org/uploads/document/2\\_0\\_british-values-in-c-of-e-schools-dec-2014.docx](http://schools.london.anglican.org/uploads/document/2_0_british-values-in-c-of-e-schools-dec-2014.docx)

## Prevent Duty

At Monken Hadley CE Primary School we aim to prepare our pupils to become responsible members of society now and for the future. Building resilience in our children and promoting the fundamental British values of: democracy; the rule of law; individual liberty and mutual respect; tolerance of those with different faiths and beliefs as well as the celebration of diversity is at the heart of preventing radicalisation. We do this by providing a safe place in which children can discuss issues, and we aim to give them the knowledge and confidence to challenge extremist beliefs and ideologies. Our Prevent duty is carried out with regard to the *Prevent Duty Departmental Advice for Schools and Childcare Providers June 2015* as well as Section 26 of the *Counter-Terrorism and Security Act 2015*, which legally requires us to take steps to prevent pupils from being drawn into terrorism and radicalisation. For further details of how we aim to prevent radicalisation and tackle extremism and what we do if there is a concern, please read the school's Prevent Policy.

## **Training**

Prevent training is available and schools must undertake training with all staff as part of the process of being informed and alert. Free training has been available for some time in local authorities deemed to be Prevent priority areas (Home office and Police). It is now becoming more readily available in other areas.

## **Prevent Single Point of Contact (SPOC)**

The single point of contact will normally be the Designated Safeguarding Lead (DSL).

The SPOC for this school is Caroline Froud.

If there are any concerns a member of staff should inform the SPOC (and/or the DSL).

The appendix to this document contains a pro-forma to be completed detailing any concerns.

## **Useful contacts**

<http://www.preventtragedies.co.uk>

<http://www.familiesmatter.org.uk>

The DfE Due Diligence and Counter Extremism Group have a confidential telephone helpline 020 7340 76244.

## **Things to watch out for in a pupil:**

It is important to remember that the vast majority of children, of whatever background, will not get involved in extremist action and in many cases suspicious behaviour may be a result of other problems e.g. mental health issues, relationship, drug or alcohol problems, or just the rigours of the teenage years. It is important not to jump to conclusions (not least because accusations of radicalisation could push vulnerable young people into the hands of radicals). However, as general good pastoral care, staff should immediately take note and act upon any of the following:

- Discomfort about 'fitting in' (*beyond normal range for teenagers*)
- Appearing distanced from their own culture or heritage.
- Family tensions
- Isolation
- Low self-esteem or feelings of failure
- Lacking in empathy/poor social interaction
- Disassociation with an old group of friends and arrival of a whole lot of new friends
- Significant change in appearance and/or behaviour
- Hostile or inappropriate questions about faith and identity
- Sudden interest in religion
- Unhappiness following a move from one country to another
- Rejection of civic or community life
- Overly developed sense of grievance triggered by perceptions of racism or discrimination
- Involvement with criminal groups and/or imprisonment
- Failure to understand the actions and motivations of others.
- Accessing of violent or extremist websites or possessing violent or extremist literature
- Contact with known extremists
- Justifying the use of violence to solve society's ills
- Joining an extremist organisation
- If your knowledge of the family leads you to believe there is a risk

It should also be remembered that outside events, such as tensions in the local community, events in the country of origin, in the case of migrants, or major world events (such as the Iraq war) can also disproportionately affect the feelings and actions of young people. All staff

should be alert to these events and be ready to help young people understand them, and put them into context.

### **Questions for the leadership team to ask**

Are there significant differences in the way that different groups in the school achieve, attend and behave?

1. Are these groups separated out in any way?
2. If one group has chosen to be isolated - why?
3. Are there any emerging patterns of behaviour?
4. Do you understand what is happening?
5. What are you doing about it?
  
6. Have you analysed the type, rate and pattern of bullying in the school?
7. How do you tackle discriminatory or derogatory language?
8. Are perpetrators challenged?
9. What have you learnt?
  
10. How robust are admissions and attendance procedures?
11. Do you follow up on absences?
12. Do you involve other agencies?
  
13. Is everyone that needs to be trained in safer recruitment?
14. Do you follow up all queries, before, during and after appointment?
  
15. Are visitors suitably checked and monitored?
16. How well do you check on and brief speakers and groups coming into school?
17. How do you monitor events?
  
18. How good are you at keeping pupils safe inside and outside the school?
19. Are the risk assessments effective?
20. Have you checked your safety arrangements?
21. Have you followed up and taken action after any incidents?
  
22. Do pupils understand and respond to risk effectively on the following issues:
  - Child sexual exploitation
  - Racism
  - Sexism
  - Homophobia
  - FGM
  - Domestic violence
  - Forced marriage
  - Substance misuse
  - Gangs
  - Extremism
  
23. What action has the school taken to address these issues?
  
24. Is the curriculum broad and balanced, providing a wide range of subjects?
25. Are students prepared to live fruitful lives in modern Britain?
26. Does the curriculum promote British Values?

27. Are Christian values clearly taught in every aspect of school life?
28. Is there clear guidance on provision for the spiritual, social, moral and cultural development of every pupil?
29. Are these policies put into practice so that no-one, regardless of race, gender, sexual orientation, disability or faith, suffers discrimination?

### **Channel**

Channel is a programme which provides support for those who are vulnerable and may be being drawn towards terrorism.

Schools may refer individuals to the Channel panel, however as the programme is voluntary the student may decline. There is an online training module available for school staff.

<https://www.gov.uk/government/publications/channel-guidance>

Local Safeguarding Boards are responsible for co-ordinating what is being done by all the local agencies.

**APPENDIX I – PROFORMA for REPORTING CONCERNS REGARDING  
RADICALISATION and EXTREMISM**

<b>Pupil Name</b>
<b>Class</b>
<b>Address</b>
<b>Parents / Carers' names and numbers</b>
<b>Addresses if different</b>
<b>Details of concern</b>
<b>Action taken</b>
<b>Details of referrals including names and contact details</b>
<b>Follow up Action</b>
<b>Signed DSL and/or SPOC + date</b>
<b>Headteacher + date</b>