



TACKLING EXTREMISM & RADICALISATION POLICY (incorporating the Prevent Duty)

Date of Last Review: December 2016

Date of Next Review: December 2019

Responsibility: Mr M. O'Shaughnessy

Advisory Body Signature:

As a school it is our duty to protect and safeguard our children from all harm, including extremism, be it political, religious or ideological. Through this policy we abide by the Equality Act, promote fundamental 'British values', secure a balanced presentation of political issues and promote community cohesion.

The purpose of this policy is to define how, through teaching approaches within the curriculum, we can build age appropriate resilience to radicalisation and extremism. All of our staff are equipped to recognise extremism and are skilled and confident enough to challenge it. In addition to our vigilant programme of risk indicators and referrals where necessary, we are dedicated to protecting our whole school community by engaging them in activities which help them to become more resilient to radical influences.

Tackling hate is not intended to stop students debating controversial issues, but about providing a safe environment where students are encouraged to discuss a wide range of social and political topics. This will build their resilience to extremist ideas and prepare them to play a full and active role in wider society. Certain factors can push or pull young people towards extremism, including a sense of injustice or feelings of exclusion.

This policy also reflects the 'prevent strategy' which requires schools to "have due regard to the need to prevent people being drawn into terrorism".

This policy should be read in conjunction with the following policies;

- Child Safeguarding Policy
- Anti-Bullying Policy
- Behaviour for Learning Policy
- E-Safety Policy

The following National Guidelines should also be read when working with this policy;

- PREVENT Strategy HM Government
- Keeping Children safe in Education DfE 2016
- Working Together to Safeguard Children HM Government 2015

Aims:

- The Ravensbourne School staff and members of The Advisory Body are committed to providing a caring, positive, safe and stimulating environment.
- To ensure that all 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 professionals to keep our students safe from harm.
- To provide a continuous training programme that raises the awareness of all members of The Advisory Body and staff have an awareness of what radicalisation and extremism are and why we need to be vigilant in school
- To ensure that all staff and volunteers are aware of the school policy on tackling extremism and radicalisation and will follow the policy guidance swiftly when issues arise.
- All students will understand the dangers of radicalisation and exposure to extremist views; building resilience against these knowing what to do if they experience them.

- The Ravensbourne School will develop and promote working relationships with external agencies in line with Working Together to Safeguard Children Legislation, PREVENT strategy HM Government and contribute to external agency enquires as appropriate KCSIE 2016.
- The Ravensbourne School will make all stakeholders aware of the policy to keep students from harm and that the school will regularly review its systems to ensure they are appropriate and effective.

Definitions and Indicators

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.

Extremism is defined as the holding of extreme political or religious views.

There are a number of behaviours which may indicate a child may be at risk of being radicalized or exposed to extreme views. These include:

- Spending increased 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 extremist cause
- Attempts to recruit others to the group/cause
- Communications with others that suggests identification with a group, cause or ideology
- Using insulting or 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
- Prejudice related ridicule or name calling
- Inappropriate forms of address
- Refusal to cooperate
- Possession of prejudice related materials
- Attempts to recruit to prejudice related organisations
- Condoning or supporting violence towards others

The DfE commissioned research into how schools could successfully use interventions to help students build resilience to extremism. They identified three key factors in teaching activities.

1. **Provide well designed learning programmes with a student-centred approach.**
Including collaborative activities that help build teams, have young people as peer educators to offer a sense of empowerment and raise self-esteem, make materials and

activities relevant to young people's lives by ensuring they reflect local languages and issues, be honest and realistic and do not shy away from controversial issues. Develop student's knowledge of history, religion, geography, citizenship, the media and current issues of concern. Embed RE and PSHCEE. Teach them the nature of moral thinking (values, moral principles, justice and fairness, empathy, rights, responsibilities, well-being, harm, taking the right action).

2. **Facilitate a safe place for dialogue and positive interaction.** Develop ground rules before an activity, enable young people to facilitate sensitive discussions and take ownership of the safe place, give every individual a voice that is heard and respected, value learning from others, as a teacher be well equipped to deal with offensive comments, have sufficient knowledge to counter stereotypes or know how to access materials that can do this. Help the students to gain the skills needed to effectively evaluate and discuss potentially controversial topics. Better quality discussions arise when teachers; talk less allowing students to talk more, ask fewer, but more open questions, share in the enquiry thus modelling reflective thinking, avoid direct comments on what a student says and instead ask the group to respond, use groups or paired discussions to consider a question before engaging at a whole class level, encourage students to write a personal and reflective piece about a moral topic that has been discussed in class in order to help them develop their own views and then 'own' the values underpinning them.
3. **Equip young people with appropriate skills, knowledge, understanding and awareness.** Focus on helping young people to cope with life pressures and challenges, using critical thinking skills to appreciate different perspectives and work well with peers. Support young people to foster a constructive sense of self through positive thinking, conflict management techniques and celebrating their multi-faceted identities. Emphasise that views and experiences other than the student's own exist in the world. Provide opportunities for students to meet and engage with people from different backgrounds. Teach students to stay safe on the internet. Teach democracy by actively promoting democratic processes, for example.

Procedures for Referrals

It is important for us to be constantly vigilant and remain fully informed about issues which affect the local area, city, and society in which we live and 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.

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 process to refer concerns. Professionals should 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.

The Designated Senior Leaders for Child Protection and Safeguarding will deal swiftly with any referrals made by staff or with concerns reported by staff.

The Head Teacher SLT 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.

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 be given the contact details to do this via the safeguarding board in the staffroom.

The Advisory Body, Leaders and Staff

The Headteacher and all members of the SLT are the leaders for referrals relating to extremism and radicalisation. In the unlikely event that no SLT members and the Head Teacher are not available, all staff know the channels by which to make referrals via the safeguarding board in the staffroom.

Staff will be fully briefed about what to do if they are concerned about the possibility of radicalisation relating to a student, or if they need to discuss specific children whom they consider to be vulnerable to radicalisation or extremist views.

SLT will work in conjunction with the Headteacher, Pastoral Teams 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 Ravensbourne School has updated procedures for dealing with prejudicial behaviour, as outlined in the Behaviour for Learning Policy.

Teaching Approaches

We will all strive to eradicate the myths and assumptions that can lead to some young people becoming alienated and disempowered, especially where the narrow approaches children may experience elsewhere may make it harder for them to challenge or question these radical influences. In our school this will be achieved by good teaching, primarily via PSHCE; but also by adopting the methods outlined in the Government's guidance 'Teaching approaches that help build resilience to extremism among young people' DfE 2011.

We will ensure that all of our teaching approaches help our students build resilience to extremism and give students a positive sense of identity through the development of critical thinking skills. We will ensure that all of our staff are equipped to recognise extremism and are skilled and confident enough to challenge it.

We will be flexible enough to adapt our teaching approaches, as appropriate, so as to address specific issues so as to become even more relevant to the current issues of extremism and radicalisation.

- Making a connection with young people through good [teaching] design and a student centered approach.
- Facilitating a 'safe space' for dialogue, and
- Equipping our students with the appropriate skills, knowledge, understanding and awareness for resilience.

Therefore this approach will be embedded within the ethos of our school so that students know and understand what safe and acceptable behaviour is in the context of extremism and radicalisation. This will work in conjunction with our schools approach to the spiritual, moral, social and cultural development of students as defined in Ofsted's School Inspection Handbook and will include the sound use of assemblies to help further promote this rounded development of our students.

Our goal is to build mutual respect and understanding and to promote the use of dialogue not violence as a form of conflict resolution. We will achieve this by using a curriculum that includes:

- Citizenship programmes
- Open discussion and debate
- Work on anti-violence and a restorative approach addressed throughout curriculum
- Focused educational programmes
- Mock democratic elections at every available opportunity
- TRS Parliament

We will also work with local partners, families and communities in our efforts to ensure our school understands and embraces our local context and values in challenging extremist views and to assist in the broadening of our student's experiences and horizons. We will help support students who may be vulnerable to such influences as part of our wider safeguarding responsibilities and where we believe a student is being directly affected by extremist materials or influences we will ensure that that student is offered mentoring. Additionally in such instances our school will seek external support from the Local Authority and/or local partnership structures working to prevent extremism.

The school will promote the values of democracy, the rule of law, individual liberty, mutual respect and tolerance for those with different faiths and beliefs. We will teach and encourage students to respect one another and to respect and tolerate difference, especially those of a different faith or no faith. It is indeed our most fundamental responsibility to keep our students safe and prepare them for life in modern multi-cultural Britain and globally.

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.

Staff Training

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 students 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 complete a visitor request form. They will then be subject to Safeguarding Checks including DBS checks 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 DSL is 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.

Whistleblowing

Where there are concerns of extremism or radicalisation Students and Staff will be encouraged to make use of our internal systems to whistle blow or raise any issue in confidence.

Please refer also to the separate Whistleblowing Policy.

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. Concerns can be raised with the MyConcern website and the safeguarding team.

In the event of prejudicial behaviour the following system will be followed;
All incidents of prejudicial behaviour will be reported directly to the DSO or the Head Teacher.

All incidents will be fully investigated and recorded in line with the Behaviour for Learning 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 DSO follow-up any referrals for a period of four weeks 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.