

Promoting Ambition for Change

TEMPLE LEARNING ACADEMY



**TACKLING EXTREMISM AND
RADICALISATION POLICY**

2016 – 2017

This policy should be read with the following policies;

- Safeguarding & Child Protection Policy**
- Equality Policy**
- Anti-Bullying Policy**
- Positive Behaviour Management Policy**
- E-Safety Policy**
- PREVENT Strategy HM Gov**
- Keeping Children Safe in Education DfE 2014**
- Working Together to Safeguard Children HM Gov 2013**

1. POLICY STATEMENT

Temple Learning Academy is fully committed to safeguarding and promoting the welfare of all its students. 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 support.

2. LINKS TO OTHER POLICIES

The Temple Learning Academy Tackling Extremism and Radicalisation Policy links to the following Temple Learning Academy policies;

- Child Protection and Safeguarding
- Equality Policy
- Anti-bullying Policy
- Positive Behaviour Management 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 2014
- Working Together to Safeguard Children HM Government 2013.

3. AIMS AND PRINCIPLES

3.1 The Temple Learning Academy Tackling Extremism and 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.

3.2 The objectives are that:

- All governors, 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, 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 students 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 students will know that the school has policies in place to keep students safe from harm and that the school regularly reviews its systems to ensure they are appropriate and effective.

3.3 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 students are safe from harm.

4. DEFINITIONS AND INDICATORS

4.1 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.

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

4.3 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;
 1. physical or verbal assault
 2. provocative behaviour
 3. damage to property
 4. derogatory name calling
 5. possession of prejudice-related materials
 6. prejudice related ridicule or name calling
 7. inappropriate forms of address
 8. refusal to co-operate
 9. attempts to recruit to prejudice-related organisations
 10. condoning or supporting violence towards others.

5. PROCEDURES FOR REFERRALS

5.1 Although serious incidents involving radicalisation have not occurred at Temple Learning Academy 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. 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)

5.2 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 practise.

5.3 All members of the Leadership Team are trained as Designated Leaders for Child Protection and Safeguarding and will deal swiftly with any referrals made by staff or with concerns reported by staff.

5.4 The Principals and 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 (see appendix 1 – Dealing with referrals)

5.5 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.

6. GOVERNORS, LEADERS AND STAFF

6.1 The Principals 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 Principals are not available, all staff know the channels by which to make referrals via the safeguarding board in the staffroom.

6.2 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.

6.3 The SLT will work in conjunction with the Principals, Pastoral Care Team and external agencies to decide the best course of action to address concerns which arise.

7. THE ROLE OF THE CURRICULUM

7.1 Our curriculum is “broad and balanced”. It 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.

7.2 Our PSHE provision is embedded across the curriculum. It directs our assemblies and underpins the ethos of the school. It is recognised that children with low aspirations are more vulnerable to radicalisation and therefore we strive to equip our students with confidence, self-belief, respect and tolerance as well as setting high standards and expectations for themselves. (See Appendix 4 – PSHE Curriculum Overview)

7.3 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.

8. STAFF TRAINING

8.1 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. (See Appendix 2- Staff training)

9. VISITORS AND THE USE OF SCHOOL PREMISES

9.1 If any member of staff wishes to invite a visitor into the school, they must first complete a visitor request form. Only after written agreement from the Principals can the visitor enter school and then they will be subject to Safeguarding Checks including DBS checks and photo identification. Children are NEVER left unsupervised with external visitors, regardless of safeguarding check outcomes.

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

9.3 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.

10. POLICY REVIEW

10.1 The Temple Learning Academy Tackling Extremism and Radicalisation Policy will be reviewed annually as part of the overall Child Protection and Safeguarding policy review.

This policy will be ratified by the Governing Body in October 2015

Signed Chair of Governors, Date:

This policy will be reviewed on or before the following date: October 2016

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 SLT or the Principals.
- 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 SLT 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.
- If deemed necessary, serious incidents will be discussed and referred the Child Protection Team for further advice
- In the event of a referral relating to serious concerns about potential radicalisation or extremism, the school will also contact West Yorkshire Counter Terrorism Team on **0800 789 321**

Appendix 2 - Staff Safeguarding Training

Possible types of Training Delivered

| | |
|---|---|
| WRAP (Workshop to Raise Awareness of Prevent | West Yorkshire Police |
| PVE (Preventing Violent Extremism) Training for Managers | West Yorkshire Police |
| Safer Recruitment Training | Leeds Local Authority |
| Safeguarding & Child Protection Training for Designated Officers | Leeds Local Authority |
| Safeguarding & Child Protection Training for staff | 3 year refresher Leeds Local Authority |
| Safeguarding & Child Protection dissemination | Designated Officers within TLA |
| Tackling Homophobia In Schools | Stonewall |
| Tacking Domestic Violence | Leeds Women's Aid |
| Children Looked After | Leeds Local Authority |
| Fire Safety Training | |
| Tackling Female Genital Mutilation | Leeds Women's Aid |

Appendix 3 - Additional materials (Available in Staffroom, on school website or by searching online)

- The Prevent Strategy, GOV.UK – Home Office
- Keeping Children Safe in Education DfE 2014
- Working Together to Safeguard Children HM Gov 2013
- Learning Together to be Safe: a Toolkit to Help Schools Contribute to the Prevention of
- Violent Extremism was published in 2008 by the Department for Children, Schools and Families (DCSF), a predecessor of the Department for Education.

Appendix 4 – PSHE Curriculum Overview

| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|------------|--|---|--|---|-------------------------------------|--------------------------------|
| SEAL Theme | New Beginnings. | Getting On And Falling Out. Say NO To Bullying. | Going For Goals. | Good To Be Me. | Relationships. | Changes. |
| Year 1 | Keeping the Body Healthy. | Friendships. | Myself and Others Feelings. | Drug Education – Drugs Around The House. | My World Near and Far. | Looking After My Money. |
| Year 2 | Making Choices For A Healthy Life. | Friendships. | Families. | Drug Education – Medicines. | | Transition Work & PFEG |
| Year 3 | Eating Healthy and Being Active. | Friendships. | What's Happening To Me? | Drug Education – smoking. | Health Promoting Environments. | Developing Economic Wellbeing. |
| Year 4 | Keeping Safe. | Friendships. | Addressing Worries Growing & Changing. | Drug Education – alcohol. | Valuing Others & their communities. | Transition Work and PFEG |
| Year 5 | Food Recognising risks and responsibilities. | Friendships. | Growing And Changing. | Drug Education – drugs/volatile substances. | Living In A Diverse World. | Work Related Learning. |
| Year 6 | Personal Safety. | Friendships. | Puberty and SRE. | Drug Education – How drugs affect us. | Transition Work. | |

KS3 & KS 4 tbc

Appendix 5 – Source Teaching approaches that help build resilience to extremism among young people, DfE 2011

PUSH FACTORS – factors that push an individual/ make an individual vulnerable to extremist messages

Lack of excitement; frustration

Lack of sense of achievement – seen as significant. 'lack of purpose' // Confidence in the future, life goals.

Lack of an outlet for views.

Gaps in knowledge or understanding of Islam – both young people and their parents

Sense of injustice

Actual or perceived humiliating experiences. (Including bullying, racial discrimination as well as perceived humiliating experiences. Perhaps linked closely to sense of injustice)

Exclusion – lack of belonging to peer or community networks, associations etc.

Below the line: factors that are out of scope of this study

Disaffection with wider societal issues

Disruptive home life.



KEY INGREDIENTS

Teacher confidence in many cases it will be the use of existing teaching skills and methods which may well be the most effective approach. From prison settings, staff who are more confident in their abilities tend to perform much better even though they have not received specialist training

Teacher attitudes and behaviours

- Willingness to admit you don't know
- Acknowledging controversial issues exist
- Awareness that I have a role to play
- Willingness to turn to others for help when you don't know about something

Specific knowledge:

- Understanding other cultures and religions as well as alternative values and beliefs (whilst being careful to avoid 'othering')
- Knowledge of an alternative values framework

Teaching practice/pedagogy:

- Boosting critical thinking (seeing through propaganda, singular messages etc)
- Helping to see multiple perspectives
- Using multiple resources/methods
- Embedding or sustaining dialogue following specialist interventions.
- Enabling students to tackle difficult issues.

- Linking school work to the wider community
- Drawing evidence from across the curriculum

- Developing in young people a sense of multiple identities. help young people become aware of, and comfortable with, multiple personal identity

Other factors

Support from senior leaders

Pupil support processes

PULL FACTORS – Factors that draw young people into extremist messages

Charismatic/confident individuals (recruiters).

Networks/sense of belonging

Broader community views which enable or do not oppose extremism.

Persuasive, clear messages. Exploiting knowledge gaps

Sense of dignity and importance and loyalty

Exciting (non-teaching) activities.

Sense of purpose in life

