



respect resilience responsibility

Anti-Radicalisation Policy

Date: September 2018

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Introduction

Woodlands Community College is committed to safeguarding and promoting the welfare of all its students. Its emphasis on developing mutual respect, responsibility and resilience and pastoral care forms the first barrier to any form of radicalisation. However, we recognise that safeguarding against radicalisation is no different from safeguarding against any other vulnerability. This Anti-radicalisation policy sets out our beliefs, strategies and procedures to protect vulnerable individuals from being radicalised or exposed to extremism, by identifying who they are and providing them with appropriate support. It is written in response to the PREVENT strategy and the Counter Terrorism and Security Act of 2015.

For the purpose of this policy:

- 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.

This policy should be read in conjunction with our other safeguarding policies.

Aims and Objectives

This policy provides a framework for dealing with issues relating to vulnerability, radicalisation and exposure to extreme views. It clearly sets out how the school will deal with such incidents, identify how the school's curriculum and ethos underpins our actions.

It is the responsibility of the Designated Safeguard Lead (Miss N Iverson) to ensure that:

- All teachers, partnership staff, Governors and other stakeholders have an understanding of what radicalisation is and why we need to be vigilant in school.
- All staff complete the on line training below as part of

http://course.ncalt.com/Channel_General_Awareness/01/index.html

- All teachers, partnership staff, Governors and other stakeholders know what the school policy is on safeguarding and anti-radicalisation and will follow the policies when issues arise.
- All parents and students 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.

Recognising signs of radicalisation or extremism

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

- Changes in attendance patterns
- Researching electronic media associated with radicalisation
- 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 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, 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.

It is important for us to be constantly vigilant and remain fully informed about the issues. Staff are reminded to suspend any ‘professional disbelief’ that instances of radicalisation ‘could not happen here’ and to refer any concerns through the appropriate channels. (See Appendix 1 – dealing with referrals)

Early intervention is vital to protect people who are vulnerable. Staff must be aware of the established processes for referring safeguarding concerns about individuals and groups as outlined in the School’s Safeguarding policy.

Once a referral is made (using the CPOM system) the Designated Safeguarding Lead

will deal swiftly with any referrals made in line with the school's safeguarding policy.

One of the Designated Persons 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

The Role of the Curriculum

The curriculum at Woodlands Community College promotes respect, tolerance and diversity. Students are encouraged to share their views and recognise that they are entitled to have their own different beliefs which should not be used adversely to influence others.

The RE curriculum and the Personal Development programme (delivered through tutor time) explicitly address issues of tolerance and diversity. Furthermore our Spiritual, Moral and Social Cultural (SMSC) provision is embedded across the curriculum, informs our assemblies and underpins the ethos of the school. It is recognised that students with low aspirations are more vulnerable to radicalisation and therefore we strive to equip our students with confidence, self-belief, respect and tolerance at every opportunity as well as setting high standards and expectations for themselves.

E Safety

The school utilises a [web filter](#) and this includes a list of words that may indicate potential interest in becoming radicalised. These words are reviewed and updated on a regular basis. (Please see our ICT acceptable use policy for more detail on this.)

Students are regularly taught about how to stay safe when using electronic media 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 or to use the CEOP button as and when appropriate.

Staff Training

All staff, on joining the school, complete the on line PREVENT training. Staff are updated in relation to their responsibilities in relation to Prevent during the annual safeguarding training.

APPENDIX 1 – Dealing with referrals

Factors that a child is vulnerable to being radicalised or exposed to extreme views include:

- 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:

- All incidents of prejudicial behaviour will be reported directly to one of the Designated Safeguarding Leads through the normal schools system as outlined in the Safeguarding Policy
- All incidents will be fully investigated and where deemed appropriate recorded as a child protection concern. Appropriate agencies will be utilised as a part of this process, including appropriate Local Authority Officers and the School's Police Liaison Officer. A referral will be made to MASH (Multi-Agency Safeguarding Hub). A review of further procedures will be conducted in the event of the response being deemed insufficient.
- 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 discussion is kept alongside the initial referral.
- The Designated Person(s) will 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.
- In the event of a referral relating to serious concerns about potential radicalisation or extremism, the school will contact local Police, in co-ordination with other appropriate agencies.

Additional materials

- Prevent strategy, GOV.UK – Home Office (Adobe pdf file)
https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/97976/prevent-strategy-review.pdf
- 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.