



ANTI-RADICALISATION POLICY AND STAFF GUIDANCE

Policy Review

This policy will be reviewed in annually.

The policy was last reviewed and agreed December 2016.

It is due for review in December 2017

Anti-radicalisation policy and staff guidance

Policy

RSSKL is fully committed to safeguarding and promoting the welfare of all its pupils. As a school we recognise that safeguarding against radicalisation is no different from safeguarding against any other vulnerability. At RSSKL all staff are expected to uphold and promote the fundamental principles of British values, including democracy, the rule of law, individual liberty, mutual respect, and tolerance of those with different faiths and beliefs.

Links to other Policies

This Anti-Radicalisation policy statement links to the following policies:

- Safeguarding Policy
- Child protection policy

Aims and Principles

The main aims of this policy statement 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.

The objectives are that:

- All trustees, teachers and non-teaching staff will have an understanding of what radicalisation and extremism are and why we need to be vigilant in school.
- All trustees, teachers and non-teaching staff will know what the school policy is on anti-radicalisation and extremism and will follow the policy when issues arise.

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.

Procedures for Referrals

Although serious incidents involving radicalisation have not occurred at RSSKL to date, it is important for us to be constantly vigilant and remain fully informed about the issues which affect the region in which we teach. 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 (currently via the Designated Safeguarding Lead, Regina Walsh).

The Role of the Curriculum

Our curriculum 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 to influence others.

Our (Life Skills) PSHEE provision is embedded across the curriculum, and underpins the ethos of the school. Students throughout the school learn about a wide variety of religions and beliefs in a respectful and balanced way. Active debate and questioning is promoted in the delivery of lessons.

It is recognised that Students with low aspirations are more vulnerable to radicalisation and therefore we strive to equip our pupils with confidence, self-belief, respect and tolerance as well as setting high standards and expectations for themselves.

Students 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 |Guidance

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.

DfE Keep Children Safe in Education - Statutory Guidance for Schools and Colleges July 2015 provides guidance on protecting children from the risk of radicalisation and should be seen as part of schools' wider safeguarding duties. In particular staff should be aware of the following:

Indicators of vulnerability include:

Identity

- the student / pupil is distanced from their cultural / religious heritage and experiences;
- discomfort about their place in society;
- personal crisis – the student / pupil may be experiencing family tensions;
- a sense of isolation;
- low self-esteem;
- they may have dissociated from their existing friendship group and become involved with a new and different group of friends;
- they may be searching for answers to questions about identity, faith and belonging.

Personal Circumstances

- migration;
- local community tensions; and
- events affecting the student/pupil's country or region of origin may contribute to a sense of grievance that is triggered by personal experience of racism or discrimination or aspects of Government policy

- Unmet Aspirations
- the student/pupil may have perceptions of injustice;
- a feeling of failure;
- Rejection of civic life.
- Experiences of Criminality
- involvement with criminal groups
- imprisonment; and
- poor resettlement/reintegration on release
- Special Educational Needs
- difficulties in social interaction
- difficulties in empathizing with others
- difficulties in understanding the consequences of their actions; and awareness of the motivations of others.

More critical risk factors could include:

- being in contact with extremist recruiters;
- accessing violent extremist websites, especially those with a social networking element;
- possessing or accessing violent extremist literature;
- using extremist narratives and a global ideology to explain personal disadvantage;
- justifying the use of violence to solve societal issues;
- joining or seeking to join extremist organisations; and
- significant changes to appearance and/or behaviour;
- experiencing a high level of social isolation, resulting in issues of identity crisis and/or personal crisis.

Action to be taken by RSSKL trustees and staff

If any trustee or member of staff has any concerns about a pupil they should refer their concerns immediately to the Designated Safeguarding Lead, Regina Walsh, in the same way that a child protection concern is referred. This may be a very obvious concern (e.g. a pupil has been seen accessing websites promoting violent extremism) or a less obvious concern (e.g. a pupil matches many of the above warning signs or risk factors: they have become isolated, angry, are experiencing family tensions, have changed friendship groups and have begun to justify the use of violence to resolve injustices).

The usual vetting of trustees via references, social media checks and interview is important in ensuring the suitability of our Trustees.

The Department for Education has set up a telephone helpline (020 7340 7264) to enable people to raise concerns directly. Concerns can also be raised by email to counter.extremism@education.gsi.gov.uk.

Policy Review

The Anti-Radicalisation policy statement and staff guidance will be reviewed annually.

