

<b>Category</b>	Safeguarding & Child Protection		
<b>Document Name</b>	Anti-Radicalisation Protocol		
<b>Accountable Body</b>	RADIUS Trust		
<b>Reference</b>	SC.P1.T4	<b>Date Approved/Reviewed</b>	13 <sup>th</sup> August 2015
<b>Version</b>	7.5	<b>Next Review Due</b>	Autumn 16 Term

## Related Documents

Document	Reference
Safeguarding and Child Protection Procedures	SC.P1.01

## Reference Material

Guidance
Prevent Strategy Home Office June 2011
Prevent Duty Guidance for England & Wales Home Office March 2015
The Prevent Duty DfE June 2015
The Counter-Terrorism & Security Act 2015
Keeping Children Safe in Education DfE September 2016
Working Together to Safeguard Children DfE March 2015
Channel Duty Guidance Home Office April 2015

## Related Policies

Name	Reference
Safeguarding and Child Protection Policy	SC.P1
Behaviour Management Policy	BM.P1
E-Safety Policy	SY.P2

## 1. Introduction

This protocol sets out the approach to protect vulnerable children and young people from being radicalised or exposed to extremist views by identifying individuals at risk and promptly providing them with support.

Members of school staff are well placed to be able to identify Safeguarding and Child Protection issues and this protocol clearly sets out school processes to deal with such incidents and identifies how the curriculum and ethos underpins actions taken in the event of concerns. The main aims of this protocol are to ensure that:

- staff are fully engaged in being vigilant about radicalisation.
- staff are fully aware that there is a real possibility that radicalisation is possible.
- staff take proactive measures to work alongside other professional bodies and agencies to ensure that pupils are safe from harm.
- all governors and staff have an understanding of how to identify radicalisation and extremism and the expectations of being vigilant in school.
- all governors and staff are familiar with this protocol and follow the guidance efficiently and effectively.



- all pupils 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 pupils are made aware of this protocol to keep pupils safe from harm.
- school systems are regularly reviewed to ensure they are appropriate and effective.

## 2. School Processes

The processes in place are identified below and draw from the four key focus areas identified within the DfE Guidance, 'The Prevent Duty' June 2015 (Departmental advice for schools and childcare providers):

### 1. Risk assessment:

- Assess the general risk of children and young people within the school's locality being drawn into terrorism as well as an individual risk assessment for each child and young person within the school.
- Consider factors such as age and a child/young person's home location (if different to the school's location) when evaluating risk.
- Seek contextual information from the police or LA to understand risks in a specific area.
- Comply with the [Trust Safeguarding & Child Protection Policy](#) and related school procedures when identifying the risk of radicalisation and protecting children and young people from radicalisation.
- Refer concerns when appropriate to the Channel programme (a programme which focuses on providing support at an early stage to people who are identified as being vulnerable to being drawn into terrorism. It provides a mechanism for schools to make referrals if they are concerned that an individual might be vulnerable to radicalisation. An individual's engagement with the programme is entirely voluntary at all stages. Online awareness training for staff can be found here - [http://course.ncalt.com/Channel\\_General\\_Awareness/01/index.html](http://course.ncalt.com/Channel_General_Awareness/01/index.html)).

### 2. Working in partnership:

- Collaborate with Local Safeguarding Children Boards (LSCBs) for radicalisation concerns as with any safeguarding and child protection concern.
- Communicate with the school's Local Authority or pupils home Local Authority and establishes connections with dedicated Prevent co-ordinators if available.
- Engage with parents/carers & families to assist in the early identification of any signs of radicalisation and to encourage support mechanisms for the individual.

3. **Staff training** – The Designated Safeguarding & Child Protection Lead undertakes adequate training such as the home office core training – 'Workshop to Raise Awareness of Prevent (WARP)' and provides support and advice to all staff in relation to radicalisation.

4. **IT policies** – all members of staff comply with the [Trust E-Safety Policy](#), related school E-Safety procedures and are aware of the risks posed by online activity of extremist and terrorist groups (such as ISIL who seek to radicalise young people through the use of social media and the internet).

## 3. Definitions & Risk Indicators

Term	Definition
<b>Radicalisation</b>	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.

<b>Extremism</b>	Holding of extreme political or religious views.
<b>Examples of indications of an individual at risk of being radicalised or exposed to extremist views</b>	
a. Spending increasing time in the company of other suspected extremists.	
b. Changing their style of dress or personal appearance to accord with the group.	
c. Day-to-day behaviour becoming increasingly centered on an extremist ideology, group or cause.	
d. Loss of interest in other friends and activities not associated with the extremist ideology, group or cause.	
e. Possession of materials or symbols associated with an extremist cause.	
f. Attempts to recruit others to the group/cause.	
g. Communications with others that suggests identification with a group, cause or ideology.	
h. Using insulting to derogatory names for another group.	
i. Increase in prejudice-related incidents committed by that person – these may include; <ul style="list-style-type: none"> <li>• physical or verbal assault</li> <li>• provocative behaviour</li> <li>• damage to property</li> <li>• derogatory name calling</li> <li>• possession of prejudice-related materials</li> <li>• prejudice related ridicule or name calling</li> <li>• inappropriate forms of address</li> <li>• refusal to co-operate</li> <li>• attempts to recruit to prejudice-related organisations</li> <li>• condoning or supporting violence towards others.</li> </ul>	

#### 4. Roles & Responsibilities

<b>Role</b>	<b>Responsibility</b>
<b>School Governing Body</b>	The Headteacher/Principal will as necessary report incidents of concerns to the Governing Body with details of any actions planned to address improvements or developments needed to ensure that radicalisation of pupils/students is prevented.
<b>Headteacher/ Principal and Designated Members of the SLT</b>	<ul style="list-style-type: none"> <li>• Refer extremism and radicalisation concerns to appropriate agencies.</li> <li>• Maintain and operate procedures for managing prejudicial behaviour in the school's Behaviour Management Procedures.</li> <li>• In the unlikely event that the Headteacher/Principal or SLT members are not available, all staff are required to be aware of the procedures to make referrals.</li> </ul>
<b>SLT</b>	<ul style="list-style-type: none"> <li>• Work in conjunction with the Headteacher/Principal, school professionals and external agencies to decide the best course of action to address concerns which arise.</li> <li>• Enhance and maintain a curriculum that educates children/young people with respect to radicalisation and extremism.</li> </ul>
<b>All Staff</b>	Be fully aware of this protocol and any specific school's procedures linked to concerns of radicalisation relating to a pupil, or the process of discussing children/young people whom they consider to be vulnerable to radicalisation or extremist views.

#### 5. Educating Children/Young People

The school assures that all pupils/students on roll are educated about the signs and outcomes of radicalisation and extremism in society and within the school by ensuring:

- the curriculum is broad and balanced and promotes fundamental British values including democracy, respect, tolerance and diversity.
- children/young people 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.
- children/young people are aware of the schools E-Safety procedures and 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 concerned about anything they read or see on the internet.

### Curriculum

The school curriculum includes specific content to raise awareness and to understand the risks of being radicalised and how an individual can maintain strong values, make safer choices and respect their peers and society by:

- developing knowledge of religion, history, geography, citizenship.
- drawing on the relevant concepts, and content, processes, and curriculum opportunities in, for example citizenship and PSHE (including how to get help if an individual is concerned or feeling pressured by extremists).
- considering cross-curricular aspects – media and technology, global affairs, identity and cultural diversity.
- helping young people become independent enquirers and effective participators.

### Controversial Issues

Effectively tackling controversial issues is achieved by ensuring that children/young people challenge the perceptions and misconceptions of their own and others. To secure this school learning practices/activities include:

- developing questioning techniques to open up safe debate;
- building confidence to promote honesty about a plurality of views;
- ensuring freedom of expression and freedom from threat;
- debating fundamental moral and human rights principles;
- promoting open respectful dialogue;
- affirming multiple identities.

## **6. Staff Training**

School training and briefing ensures that staff are:

- fully aware of the threats, risks and vulnerabilities that are linked to radicalisation;
- aware of the process of radicalisation and how this might be identified early on;
- aware of how the school can provide support to ensure that our children are resilient and able to resist involvement in radical or extreme activities.

## **7. Procedures For Referrals**

The school is attentive to and supports a culture which ensures that each member of staff is constantly vigilant and remains fully informed about the issues which affect the local area, home residential contexts and wider society.

### Intervention

The school promotes awareness and vigilance amongst staff to be aware of the established processes for front line professionals to refer concerns about individuals and/or groups.

All staff are expected to have the confidence to challenge and intervene where appropriate and ensure that safeguarding practices are based on the most up-to-date guidance and best practice.

### Raising Concerns & Referrals

In the event of a concern, the Headteacher/Principal ensures:

- staff and pupils are aware of the named Designated Person for Safeguarding and Child Protection and strictly adhere to the Trust Safeguarding & Child Protection Policy and related school procedures.
- the Designated Person for Safeguarding and Child Protection deals swiftly with any referrals made by staff or with concerns reported by staff.
- as with any child protection referral, staff are made aware that if they do not agree with a decision not to refer, they can make the referral themselves and will be provided with the contact details to do so.
- referrals are followed up for a period of four weeks after the incident to assess whether there is a change in behaviour and/or attitude. If significant positive changes in behaviour are not evident, further meetings with the parent/carer would be held.
- in the event of a referral relating to serious concerns about potential radicalisation or extremism, a senior managers assembles facts and a brief description of the concern and raises the matter with the police, in consultation with the Trust CEO and the Chair of the Governing Body.

### Parent/Carer Communication

In the event of a concern, parents are contacted and the incident/activity discussed in detail, aiming to identify:

- motivating factors.
- any changes in circumstances at home.
- parental views of the incident.

A review of the parent/carer meeting will inform the Headteacher/Principal and senior managers whether the incident warrants a further referral to partner agencies.

### Record Keeping

All concerns and actions taken are to be securely recorded as a safeguarding concern on the pupil information management system including:

- pupils details and events that may have led to the pupil demonstrating indications of radicalisation or extremism.
- details of staff member raising the concern and any other staff members involved.
- conversations with the pupil and outcome.
- communications with external agencies (including the police) and follow up actions.
- communications with parents/carers.

## **8. Visitors and the Use Of School Premises**

Visitors and contractors are made aware of who the Designated Person for Safeguarding and Child Protection 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 are to be made before agreeing the contract and usage monitored. In the event of any concerns or indications of non-compliance with this protocol, the police is informed and the contract with the individual terminated.