PREVENTION OF EXTREMISM & RADICALISATION POLICY
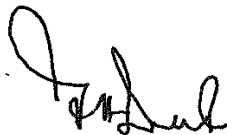
Policy Consultation & Review

This policy is available on our school website and in hard copy from the school office on request.

The policy is provided to all staff and should be read in conjunction with the following policies:

- Safeguarding & Child Protection Policy
- Equality Policy
- E-Safety Policy
- Staff Code of Conduct
- Whistle-blowing Policy

This policy will be reviewed in full by the Governing Body on an annual basis as part of the review of the Safeguarding & Child Protection Policy. This policy was last reviewed and agreed by the Governing Body on 20 January 2016. It is due for review on 20 January 2017.

Signature		Headteacher	Date: 20/1/16
Signature		Chair of Governors	Date: 20/1/16
Signature		Designated Safeguarding Lead	Date: 20/1/16

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Park Community School

PREVENTION OF EXTREMISM & RADICALISATION POLICY

1. PURPOSE & AIMS

1.1   Park Community School is fully committed to safeguarding and promoting the welfare of all its students. We recognise that safeguarding against radicalisation and extremism is no different to safeguarding against any other vulnerability in today's society.

1.2   Our school fully recognises the contribution it can make to promoting the welfare of children and protecting them from harm. This policy sets out our strategies and procedures to protect vulnerable students from being radicalised or exposed to extremist views. The elements of our policy are prevention, protection and support.

1.3   At Park Community School, we will ensure that:

- Through our curriculum, we will promote the spiritual, moral, social and cultural development of students.
- 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 these systems to ensure they are appropriate and effective.

1.4   This policy applies to all students, staff, parents, governors, volunteers and visitors.

1.5   A glossary of related terms and indicators of vulnerability to extremism can be found in Appendices 1 & 2 of this policy.

2. ROLES AND RESPONSIBILITIES

2.1   It is the responsibility of every member of staff, volunteer and regular visitor to our school to ensure that they carry out the requirements of this policy and, at all times, work in a way that will safeguard and promote the welfare of all of the students at this school.

2.2   The Governing Body of the School is accountable for ensuring the effectiveness of this policy and our compliance with it. The Governing Body will ensure that:

- This policy is reviewed annually alongside our Safeguarding & Child Protection Policy.
- All staff undertake appropriate training that equips them with the skills to identify and respond appropriately to concerns regarding extremism and radicalisation.
- The Headteacher and Designated Safeguarding Lead will assess the risk of students being drawn into extremist views. The risk assessment may include consideration of the school's curriculum, the use of school premises by external agencies and any other local issues relating to the school community.
- A broad curriculum is in place to deliver the spiritual, moral, social and cultural development of students.
- Appropriate safeguarding arrangements are in place by working in partnership with other agencies and communities as required.
- There are systems in place for keeping students safe from extremist material when accessing the internet in our school by using effective filtering and usage policies.

2.3   The Designated Safeguarding Lead (DSL) will carry out their role in accordance with the responsibilities outlined in Annex B of 'Keeping Children Safe in Education'. As part of this

responsibility, the DSL will act as the point of contact within our school for any concerns relating to radicalisation and extremism.

2.4   The DSL at Park Community School will make referrals in accordance with Hampshire Channel procedures to the MASH Team where appropriate and will represent our school at Channel meetings as required.

3. TRAINING

3.1   Through training, we will ensure that all of our staff are made fully aware of the threats, risks and vulnerabilities that are linked to radicalisation. Staff will be able to identify children at risk of being drawn into extremism and develop the confidence to challenge extremist ideas. All staff will understand how we can provide support to ensure that our students are resilient and supported to resist involvement in radical or extreme activities.

3.2   Members of our governing body will also undertake appropriate training to ensure they are able to carry out their duty to safeguard all of the children at our school.

4. THE ROLE OF THE CURRICULUM

4.1   We will provide students with a broad and balanced curriculum and promote the spiritual, moral, social and cultural (SMSC) development of our students. Students will be encouraged to regard people of all faiths, races and cultures with respect and tolerance.

4.2   Through our curriculum we will aim to:
- enable students to develop their self-knowledge, self-esteem and self- confidence.
- enable students to distinguish right from wrong and to respect the civil and criminal law of England.
- encourage students to accept responsibility for their behaviour, show initiative, and to understand how they can contribute positively to the lives of those living and working in the locality of the school and to society more widely.
- enable students to acquire a broad general knowledge of and respect for public institutions and services in England;
- further tolerance and harmony between different cultural traditions by enabling students to acquire an appreciation of and respect for their own and other cultures;
- encourage respect for other people.
- encourage respect for democracy and support for participation in the democratic processes, including respect for the basis on which the law is made and applied in England.

5. VISITORS AND THE USE OF SCHOOL PREMISES

5.1   Park Community School we recognise the role that external agencies and speakers can play in enhancing the learning experiences of our students. Where we use external agencies and individuals in this way, we will positively vet them to ensure that their messages are consistent with, and not in opposition to, the school's values and ethos.

5.2   Our school will assess the suitability and effectiveness of input from external agencies or individuals to ensure that:
- Any messages communicated to students are consistent with the ethos of the school

and do not marginalise any communities, groups or individuals.

- Any messages do not seek to glorify criminal activity or violent extremism or seek to radicalise students through extreme or narrow views of faith, religion or culture or other ideologies;
- Activities are properly embedded in the curriculum and clearly mapped to schemes of work to avoid contradictory messages or duplication;
- Activities are matched to the needs of students;
- Activities are carefully evaluated by schools to ensure that they are effective.

5.3   Any guest speakers or external agencies may be provided with a copy of our safeguarding procedures on arrival at the school and will be appropriately supervised at all times.

5.4   When an agreement is made to allow non-school groups or organisations to use the school 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 arrangement.

6. PROCEDURES FOR MANAGING CONCERNS

6.1   Park Community School adheres to the procedures that have been agreed locally through the Hampshire Children's Safeguarding Board for safeguarding students vulnerable to extremism and radicalization.

6.2   We recognise that staff at our school play a particularly important role as they are in a position to identify concerns early and provide help for children to prevent concerns from escalating. **All staff are advised to maintain an attitude of *'it could happen here'* where safeguarding is concerned and this includes vulnerability to Radicalisation.**

6.3   At all times we will work in partnership and endeavour to establish effective working relationships with parents, carers and colleagues from other agencies in line with Working Together to Safeguard Children (2015).

6.4   The Designated Safeguarding Lead (DSL) should be used as a first point of contact any safeguarding concerns in our school. Any member of staff or visitor to the school who receives a disclosure of or suspects that a child is at risk of radicalisation must report it immediately to the DSL or, if unavailable, to the alternate designated person. In the absence of either of the above, the matter should be brought to the attention of the most senior member of staff.

6.5   Hampshire Channel procedures by making a referral via the MASH as required. All information and actions taken, including the reasons for any decisions made, will be fully documented.

6.6   All Channel referrals will be made using the referral form that can be found at Appendix 3 and/or a Multi-Agency Referral.

6.7   If an allegation is made or information is received about an adult who works in our setting which indicates that they may be unsuitable to work with children because of concerns relating to extremism and radicalisation, the member of staff receiving the information

should inform the Headteacher, DSL or Chair of Governors immediately in line with the procedures outlined in our Safeguarding Policy and the Whistleblowing Policy.

7. RELEVANT POLICIES

7.1   To underpin the values and ethos of our school and our intent to ensure that students at our school are appropriately safeguarded, the following policies should be read in conjunction with this policy:
- Safeguarding incorporating Child Protection Policy
- Anti-Bullying
- Equalities
- E-safety
- Health and Safety including site security
- Use of School Premises/Lettings
- Whistle-blowing

8. STATUTORY FRAMEWORK

8.1   This policy has been devised in accordance with the following legislation and local and national guidance:

- Hampshire Channel Procedures
- The Counter-Terrorism & Security Act 2015
- 'Prevent Duty Guidance: for England & Wales', HM Government (2015)
- '[Promoting fundamental British values as part of SMSC in schools: Departmental advice for maintained schools'](), DfE (2014)
- ['Keeping Children Safe in Education'](), DfE (2015)
- '[Working Together to Safeguard Children: A guide to inter-agency working to safeguard and promote the welfare of children](), DfE (2015)
- '[Information Sharing: Advice for practitioners', DfE (March 2015)]()

PREVENTION OF EXTREMISM & RADICALISATION POLICY

Appendix 1: Glossary of Terms[1]

'Extremism' is defined in the 2011 Prevent Strategy as vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs. We also include in our definition of extremism calls for the death of members of our armed forces, whether in this country or overseas.

'Non-violent extremism' is extremism, as defined above, which is not accompanied by violence.

'Prevention' in the context of the Prevent duty means reducing or eliminating the risk of individuals becoming involved in terrorism. Prevent includes but is not confined to the identification and referral of those at risk of being drawn into terrorism into appropriate interventions. These interventions aim to divert vulnerable people from radicalisation.

'Radicalisation' refers to the process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups.

The current UK definition of **'terrorism'** is given in the Terrorism Act 2000 (TACT 2000). In summary this defines terrorism as an action that endangers or causes serious violence to a person/people; causes serious damage to property; or seriously interferes or disrupts an electronic system. The use or threat must be designed to influence the government or to intimidate the public and is made for the purpose of advancing a political, religious or ideological cause.

'Terrorist-related offences' are those (such as murder) which are not offences in terrorist legislation, but which are judged to be committed in relation to terrorism.

'Vulnerability' describes the condition of being capable of being injured; difficult to defend; open to moral or ideological attack. Within Prevent, the word describes factors and characteristics associated with being susceptible to radicalisation.

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[1] Taken from Prevent Duty Guidance: England & Wales, HM Government 2015

Appendix 2: Warning Signs/Indicators of Concern

There is no such thing as a "typical extremist": those who become involved in extremist actions come from a range of backgrounds and experiences, and most individuals, even those who hold radical views, do not become involved in violent extremist activity.

Students may become susceptible to radicalisation through a range of social, personal and environmental factors. It is vital that school staff are able to recognise those vulnerabilities. However, this list is not exhaustive, nor does it mean that all young people experiencing the above are at risk of radicalisation for the purposes of violent extremism.

Factors which may make students more vulnerable may include:
- **Identity Crisis:** the student is distanced from their cultural/religious heritage and experiences discomfort about their place in society.
- **Personal Crisis:** the student 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'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 may have perceptions of injustice; a feeling of failure; rejection of civic life.
- **Experiences of Criminality**: involvement with criminal groups, imprisonment, poor resettlement or reintegration.
- **Special Educational Need**: students may experience difficulties with social interaction, empathy with others, understanding the consequences of their actions and awareness of the motivations of others.

Students who are vulnerable to radicalisation may also be experiencing:
- Substance and alcohol misuse
- Peer pressure
- Influence from older people or via the Internet
- Bullying
- Domestic violence
- Race/hate crime

Behaviours which may indicate a child is at risk of being radicalised or exposed to extremist views could include:
- Being in contact with extremist recruiters and/or spending increasing time in the company of other suspected extremists;
- Loss of interest in other friends and activities not associated with the extremist ideology, group or cause;
- Students accessing extremist material online, including through social networking sites;
- Possessing or accessing materials or symbols associated with an extremist cause;
- Using extremist narratives and a global ideology to explain personal disadvantage;
- Students voicing opinions drawn from extremist ideologies and narratives, this may include justifying the use of violence to solve societal issues;
- Graffiti symbols, writing or art work promoting extremist messages or images;
- Significant changes to appearance and/or behaviour increasingly centred on an extremist

ideology, group or cause;
- Changing their style of dress or personal appearance to accord with the group;
- Attempts to recruit others to the group/cause;
- Using insulting to 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.
- Parental reports of changes in behaviour, friendship or actions and requests for assistance;
- Partner schools, local authority services, and police reports of issues affecting students in other schools.

Appendix 3:

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Community Partnership Information
(also refer to Children's Services MASH Team)

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Guidance: This form is for the sharing of non-urgent information by partner agencies that relates to the **Missing**, **Exploited** and **Trafficked** agenda and related issues, such as **Modern Slavery**. This information may be sanitised and used in subsequent partnership forums for the purposes of identifying and mitigating risk. Completed forms should be sent electronically to 24/7-Intel@hampshire.pnn.police.uk. Any questions or concerns regarding this form can be raised with your police contact, or to FIB. The form is not a referral form, nor does it replace any pre-existing referral or notification mechanism.

Your name:

Your organisation:

Your telephone number:

Your email address:

Information (including date & location):

Information Source:

Where did this information come from (name/DoB/address)?

Can they be re-contacted? What are their contact details?

How did they find this information out?

When did they find this information out?

Who else have you shared this information with?

Home Office

Department for Education

Appendix 4:

HOW SOCIAL MEDIA IS USED TO ENCOURAGE TRAVEL TO SYRIA AND IRAQ BRIEFING NOTE FOR SCHOOLS

Terrorist organisations, such as ISIL, are trying to radicalise and recruit young people through an extensive use of social media and the internet. Young people, some as young as 14, have tried to leave the UK to travel to join ISIL and other terrorist groups in Syria and Iraq.

As with other online harms, every teacher needs to be aware of the risks posed by the online activity of extremist and terrorist groups. This briefing note is aimed at head teachers, teachers and safeguarding leads and provides advice about online terrorist and extremist material. It includes a short summary of some of the main ISIL propaganda claims and identifies social media sites which ISIL is using.

<u>What action do schools and teachers need to take?</u>

Schools have a vital role to play in protecting students from the risks of extremism and radicalisation. Keeping children safe from risks posed by terrorist exploitation of social media should be approached in the same way as safeguarding children from any other online abuse.

- In the same way that teachers are vigilant about signs of possible physical or emotional abuse in any of their students, if you have a concern for the safety of a specific young person at risk of radicalisation, **you should follow your school's safeguarding procedures**, including discussing with your school's designated safeguarding lead, and where deemed necessary, with children's social care. If you are in a 'Prevent' priority area, your local authority will have a 'Prevent' lead who can also provide support.

- **You can also contact your local police force or dial 101** (the non-emergency number). They can talk to you in confidence about your concerns and help you gain access to support and advice.

- **The local authority or police might suggest a referral to the 'Channel' programme.** 'Channel' is a voluntary Government funded programme which aims to safeguard children and adults from being drawn into terrorist activity. 'Channel' can provide a support plan and specific interventions to protect people at risk, including mentoring support or an ideological or theological intervention. If you want to find out more about 'Channel' click here or call 101 to discuss your concerns.

If you are concerned that a child's life is in immediate danger, or that they may be imminently planning to travel to Syria or Iraq dial 999 or call the confidential Anti-Terrorist Hotline on 0800 789 321.

For further background information on the roles of schools and teachers in safeguarding children, and preventing students from the risks of terrorism and extremism the following documents will be of use:

- Keeping children safe in education: statutory guidance for schools and colleges

- Prevent Duty Guidance: for specified authorities in England and Wales on the duty in the Counter-Terrorism and Security Act 2015 to have due regard to the need to prevent people from being drawn into terrorism.

PROPAGANDA THEMES

ISIL, also sometimes referred to as ISIS, is a violent terrorist group which has caused huge suffering to people in both Syria and Iraq in the name of an Islamist extremist ideology. They are a brutal group that wants to impose rule on people and has used violence and extortion. ISIL's claim to have established an 'Islamic State' or 'caliphate' in the region has no theological credibility.

ISIL propaganda includes images and videos that present the group as an exciting alternative to life in the West. This media presents ISIL as the powerful creators of a new state, to which all Muslims (male and female) have a duty to travel. The propaganda continuously ignores the fact that ISIL is a terrorist organisation engaged in killing innocent men, women and children. When ISIL's official media groups release material online the group encourages supporters on social media to share the material – this is what gives ISIL its large reach, particularly to young people.

ISIL propaganda uses **four main themes** to encourage young people to travel to Syria and Iraq. These themes are used to recruit both men and women, and are also widely used in discussions on social media around ISIL.

ISIL celebrates and promotes an **image of success** online in order to attract young people – it tells them that ISIL are the winning side and can offer them an exciting life. The ISIL slogan 'Baqiyah wa-Tatamaddad' (remaining and expanding) presents the group as one that consistently achieves success. ISIL propaganda ignores the reality that ISIL are not winning and are opposed by the majority of people in Syria and Iraq.

ISIL portray their 'Caliphate' as an ideal, utopian state where Muslims will find **status and belonging**. ISIL propaganda claims that it is the duty of Muslim men and women in the West to travel there and regularly states that all foreigners are welcome in its ranks, so long as they are Sunni Muslims. In reality the claimed Caliphate has been rejected by the overwhelming majority of Islamic scholars around the world. ISIL abuse of women and children and killing of innocent civilians has been well documented.

The propaganda output of ISIL insists that it is the **personal duty** of Muslims to support them and travel to the 'Caliphate'. Islamic scholars have clearly dismissed this and have made clear there is no such obligation. ISIL wants to portray itself as the only group able to **defend Sunnis** from the Assad regime, the Iraqi army or the threat of the West. ISIL communications also show the group providing food and services to people in Syria and Iraq. In reality most Sunnis fear and oppose ISIL and recognise that they are a threat to their lives and security.

SOCIAL MEDIA PLATFORMS

Social media has become an essential and exciting part of how we live. Millions of young people use these platforms daily to share content. But there are a small minority of users who

exploit social media to radicalise and recruit vulnerable people.

The government and police work closely with the communications industry to remove extremist and terrorist content from the internet. Since February 2010, over 95,000 pieces of terrorist content have been removed from the internet and the companies' below continue to work with us to limit the abuse of their platforms by terrorists and their supporters. However, more content is uploaded all the time by people from this country and elsewhere who have joined ISIL in Syria and Iraq. Many of these people have an established online identity using platforms described below.

Many community based organisations respond to ISIL propaganda and debunk its messages. For example, London-based group Families Against Stress and Trauma (FAST) have designed an online guide for parents on the dangers of radicalisation, as well as producing a YouTube film with testimonies from parents whose children have travelled to Syria. They are currently sharing their knowledge in a series of parenting workshops.

FACEBOOK
ISIL supporters use Facebook to share content, such as news stories and YouTube videos, among their peer groups.

TWITTER
Twitter is another popular social media platform for pro-ISIL accounts and those sharing ISIL propaganda. It is easy to establish an account, stay relatively anonymous and share material with large numbers of people.

YOUTUBE
YouTube is also used to host videos, both of official ISIL output and videos created by users themselves. Multiple 'dummy' accounts will be set up so that when videos are taken down they can be reposted quickly.

Users will post YouTube links across their own social media platforms in order to disseminate material, particularly Twitter and Facebook.

ASK.FM
People considering travel to Syria or Iraq sometimes use Ask.fm to ask British jihadis and female ISIL supporters about travel, living standards, recruitment, fighting and broader ideology.

The answers given by ISIL supporters are encouraging, saying all their difficulties will be solved if they travel to the region.

INSTAGRAM
Instagram is used by fighters and ISIL supporters to share the photosets frequently produced by various ISIL media organisations.

ISIL supporters also use Instagram to share pictures of their life in Syria, often showing landscapes and images suggesting they are living a full and happy life.

TUMBLR
Tumblr, the blogging site, is exploited by fighters to promote longer, theological arguments for travel.

Tumblr is popular with female ISIL supporters, who have written blogs addressing the concerns girls have about travelling to the region, such as leaving their families behind and living standards in Syria.

PRIVATE MESSAGING

On social media, ISIL supporters frequently encourage others to message them on closed peer-to-peer networks when asked for sensitive information, such as on how to travel to the region, what to pack and who to contact when they arrive.

Popular private messaging apps include WhatsApp, Kik, SureSpot and Viber.

LANGUAGE USED BY ISIL

ISIL relies heavily on Islamic terminology, and often twists its meaning, to reinforce the impression that it is fighting for a religious cause and has established a truly Islamic state.

Terms used in ISIL propaganda and by supporters on social media include:

Dawla/Dawlah - A term used to describe ISIL by its supporters, an alternative to 'Islamic State.'

Caliphate - A Caliphate (or Khilafah) is a form of government used by early Muslims, under a single leader, or Caliph. ISIL supporters describe the territory the group controls in Iraq and Syria as the 'Caliphate'.

Jihad - Literally meaning 'struggle,' jihad can also refer to violence. Extremists may claim that undertaking violent jihad is obligatory for Muslims.

Mujahid - Someone who fights jihad, the plural of which is mujahideen.

Hijrah - Referring originally to the journey made by the Prophet Muhammad and his followers from Mecca to Medina, today hijrah is used by many to mean moving from a non-Muslim country to a Muslim country. ISIL uses this term to reinforce the idea that there is a religious obligation to travel to their so called Caliphate.

Shahada - This can refer both to the Islamic declaration of faith (the first of the five pillars of Islam) and to someone considered to have achieved martyrdom. In this case they will be referred to as a 'Shaheed'.

Kaffir/kuffar - A pejorative term used to describe non-Muslims, on the basis that they reject the tenets of Islam.

Ummah - This is the concept of the world community of Muslims, who are bound by common faith. ISIL regularly makes claims to be representing the 'one true Ummah' and that it is building a community for them.

Rafidha - The Arabic word for 'rejecters' or 'those who refuse', it is a term used to describe those believed to reject Islamic authority and leadership. 'Rafidha' is often used by ISIL supporters as a pejorative or sectarian term against Shia Muslims.

Sham - A classical Arabic term used to describe the region of the Levant, largely focused on Syria.