

Policy Statement on Extremism and Anti-Radicalisation of Students

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- 1.1 Footsteps recognises that working to educate students and to identify and report the potential for or realisation of radicalisation is part of our holistic approach to safeguarding students against any threat to their health, safety, and wellbeing.
- 1.2 We recognise the importance of keeping students safe from potential physical and online risks and realise the two are inseparable. Our preventing radicalisation policy statement sets out our beliefs, strategies, and procedures to protect students from being radicalised or exposed to extremism. The school also works closely with the Haringey Prevent team to provide staff training and make effective referrals. The Preventing Radicalisation Policy is part of our commitment to keeping our students safe.
- 1.3 Since the Education and Inspections Act 2006, schools have a duty to promote community cohesion. Over the last few years, global events have led to a growth of extremist viewpoints, including advocacy of violent extremism. Schools have an important part to play in both educating young people about extremism and recognising when students start to become radicalised. In March 2015, new statutory duties were placed on schools by the Counter Terrorism and Security Act 2015 to prevent young people being drawn into extremism.
- 1.4 Safeguarding children from all forms of harm is an important part of a school's work and protecting them from extremism is one aspect of that.

2. AIMS AND PRINCIPLES

- 2.1 The policy statement is intended to provide 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 and identifies how the curriculum and ethos underpins our actions.
- 2.2 The objectives are that:
 - i. Governors, staff and students have an understanding of what radicalisation is and why we need to be vigilant in school.
 - ii. Raise awareness that Footsteps has a PREVENT policy in place to keep students safe from harm (via lessons, assemblies, the website and through induction processes) and that Footsteps regularly reviews its systems to ensure they are appropriate and effective. This includes external audits.
 - iii. The main aims of this policy statement are to ensure that staff are fully engaged in being vigilant about radicalisation; that they suspend professional disbelief (views such as believing that it will not happen here) and ensure that we work alongside other professional bodies and agencies to ensure that our students are safe from harm.

3. DEFINITIONS AND INDICATORS

- 3.1 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.
- 3.2 Extremism is defined as the holding of extreme political or religious views.
- 3.3 British Values are:
- i. Democracy
 - ii. The rule of law
 - iii. Individual liberty
 - iv. Mutual respect and tolerance of those with different faiths and beliefs.
- 3.4 There are a number of behaviours which may indicate a young person 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.
 - Communication 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.
- 3.5 These behaviours may be caused by factors in a person's life such as:
- poverty
 - social exclusion
 - traumatic events
 - global or national events
 - religious conversion
 - change in behaviour
 - extremist influences
 - conflict with family over lifestyle
 - confused identity
 - victim or witness to race or hate crimes
 - rejection by peers, family, social groups or faith

4. THE ROLE OF THE CURRICULUM

- 4.1 Our wide-ranging curriculum promotes respect and tolerance and seeks to celebrate diversity. Students are encouraged to share their views and recognise that they are entitled to have their own beliefs as appropriate. Our PHSE programme reinforces our commitment to valuing everyone equally and underpins our ethos. It is recognised that disengaged students are more vulnerable to radicalisation and therefore we strive to equip our students with confidence, self-belief, respect, and tolerance. Our REACH values support the development of the whole child as a reflective learner within a safe, respectful learning environment. Teaching the school's core values alongside fundamental British values supports quality teaching and learning, whilst making a positive contribution to the development of a fair, just, and civil society.

5. THE ROLE OF SCHOOL ETHOS

- 5.1 Our school vision is clear about the importance of keeping our students safe and preparing them well for the modern world. We are an inclusive, comprehensive school, and our values reflect this. Footsteps has also built an ethos in where education is value and therefore it is important to attend. We are vigilant in monitoring attendance and punctuality and are uncompromising in our high expectations. We want students to be in school regularly in order to develop a feeling of belonging, of being important and valued, and knowing about opportunities outside of the taught curriculum in which they can be gainfully occupied whilst socialising in an age-appropriate way with other students, over whom we can also exert positive influence. We firmly believe that the ethos of our school, built on equality, tolerance, and fairness and with a firm policy base, is contributing to minimising the risk of radicalisation occurring within school hours and during school activities. This is further supported by our behaviour policy and our Equality Objectives. In addition, our school e-safety policy also reflects measures taken to ensure the safety of students on-line.

6. ROLES AND REponsIBILITES

- 6.1 The school has a DSL who will liaise with SLT and other staff on issues around protecting students from radicalisation.
- 6.2 It is the role of SLT to:
- respond to preventing radicalisation on a day-to-day basis;
 - ensure that the school's curriculum addresses the issues involved in radicalisation;
 - ensure that staff conduct is consistent with preventing radicalisation.
- 6.3 It is the role of the (DSL) to:
- ensure that staff understand the issues of radicalisation; are able to recognise the signs of vulnerability or radicalisation and know how to refer their concerns;
 - receive safeguarding concerns about students who may be vulnerable to the risk of radicalisation or are showing signs of radicalisation;
 - make referrals to appropriate agencies with regard to concerns about radicalisation;
 - liaise with partners, including the local authority and the police;
 - report to the school on these matters.

7. PROCEDURES FOR REFERRALS

- 7.1 All staff have a duty of care to report any behaviours which may indicate that young person is at risk of being radicalised or exposed to extremist view.
- 7.2 Any concerns should be communicated to a member of the safeguarding team through the same procedure as any other Child Protection/Safeguarding Concern.
- 7.3 We believe that it is possible to intervene to protect young people who are vulnerable. Early intervention is vital, and staff must follow the established processes mindful of previous annual training and instruction in the Safeguarding and Child Protection policies. If in any doubt, consultation with the Safeguarding Lead should take place. All must have the confidence to challenge, the confidence to intervene and to ensure that we maintain effective safeguarding practices.
- 7.4 The Safeguarding Lead will deal swiftly with any referrals made or concerns reported by staff, parents, or other stakeholders, by referring to the Channel Panel and Haringey Prevent Team where appropriate.
- 7.5 All staff are reminded that under the terms of 'Keeping Children Safe in Education', they may make Child Protection referrals directly if a member of the safeguarding team is not available.

8. STAFF TRAINING

- 8.1 Staff will be given training to help them understand the issues of radicalisation; recognise the signs of vulnerability or radicalisation and know how to refer their concerns. This information forms part of annual safeguarding training.
- 8.2 More in depth training will be provided for members of the safeguarding and pastoral teams.

9. INTERNET SAFETY

- 9.1 The internet provides children and young people with access to a wide range of content, some of which is harmful. Extremists use the internet, including social media, to share their messages. The filtering systems used at our school block inappropriate content, including extremism. Where staff, students or visitors find unblocked extremist content, they must report this to a member of staff/Designated Safeguarding Lead.

10. EQUALITY OF OPPORTUNITY

- 10.1 This policy reflects the principles of our Equal Opportunities policy.
- 10.2 The school will monitor carefully any referrals or concerns raised to ensure that no groups of students are unfairly or disproportionately targeted on the grounds of ethnicity, religion, race, gender, sexuality, or gender preference.