

Our Lady of Fatima Catholic Multi Academy Trust Tackling Extremism and Radicalisation Policy

1. Policy Statement

Our Lady of Fatima Catholic Multi Academy Trust is fully committed to safeguarding and promoting the welfare of all its pupils. Every member of staff recognises that safeguarding against radicalisation and extremism is similar to safeguarding against any other vulnerability in today's society. The Tackling Extremism and Radicalisation Policy sets out our beliefs, strategies and procedures to protect vulnerable individuals from being radicalised or exposed to extremist views, by identifying who they are and promptly providing them with support. Please see FAQ for clarification of terms.

2. Links to other Policies

Our Lady of Fatima Catholic Multi Academy Trust the Tackling Extremism and Radicalisation Policy links to the following policies:-

- Child Protection and Safeguarding
- Single Equality Scheme
- Positive Behaviour Policy (inc Anti-bullying Policy)
- E-Safety and Data Security Policy

The following national guidelines should also be read when working with this policy:-

- PREVENT Strategy HM Government
- Keeping Children Safe in Education DfE September 2016
- Working Together to Safeguarding Children March 2015

3. Aims and Principles

3.1 Our Lady of Fatima Catholic Multi Academy Trust Tackling Extremism and Radicalisation Policy is intended to provide a framework for dealing with issues relating to vulnerability, radicalisation and exposure to extreme views. We recognise that we are well placed to be able to identify safeguarding issues and this policy clearly sets out how the school will deal with such incidents and identifies how the curriculum and ethos underpins our actions.

3.2 The objectives are that:

- All governors, teachers, teaching assistants and non-teaching staff will have an understanding of what radicalisation and extremism are and why we need to be vigilant in school.
- All governors, teachers, teaching assistants and non-teaching staff will know what the school policy is on tackling extremism and radicalisation and will follow the policy guidance swiftly when issues arise.
- All pupils will understand the dangers of radicalisation and exposure to extremist's views; building resilience against these and knowing what to do if they experience them.
- All parents/carers and pupils will know that the school has policies in place to keep pupils safe from harm and that the school regularly reviews its systems to ensure they are appropriate and effective.

3.3 The main aims of this policy 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.

4. Definitions and indicators

4.1 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.

4.2 Extremism is defined as the holding of extreme political or religious views.

4.3 There are a number of behaviours which may indicate a child 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.
- Communications with others that suggest identification with a group, cause or ideology.
- Using insulting or 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.

5. Procedures for Referrals

5.1 Although serious incidents involving radicalisation have not occurred within Our Lady of Fatima Catholic Multi Academy Trust to date, it is important for us to be constantly vigilant and remain fully informed about the issues which affect the local area, city and society in which we teach. Staff are reminded to suspend any ‘**professional disbelief**’ that instances of radicalisation ‘could not happen here’ and to be ‘professionally inquisitive’ where concerns arise, referring any concerns through the appropriate channels.

5.2 We believe that it is possible to intervene to protect people who are vulnerable. Early intervention is vital and staff must be aware of the established processes for front line professionals to refer concerns about individuals and/or groups. We must have the confidence to challenge, the confidence to intervene and ensure that we have strong safeguarding practices based on the most up-to-date guidance and best practise.

5.3 The Headteacher, the Deputy Head Teacher and the Assistant heads are trained as Designated Senior Leader for Child Protection and Safeguarding and will deal swiftly with any referrals made by staff or with concerns reported by staff.

5.4 The Headteacher 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.

5.5 As with any Child Protection referral, staff must be made aware that if they do not agree with a decision not to refer, they can make the referral themselves. See note referral form in the appendices.

6. Governors, Leaders and Staff

6.1 The Headteacher is the leader for referrals relating to extremism and radicalisation however the Designated person for Child protection can also be approached.

6.2 Staff will be fully briefed about what to do if they are concerned about the possibility of radicalisation relating to a pupil, or if they need to discuss specific children whom they consider to be vulnerable to radicalisation or extremist views.

6.3 Governors will ensure adherence to the policy through regular review of procedures.

6.4 The Headteacher and external agencies will decide the best course of action to address concerns which arise.

6.5 Prejudicial behaviour can be a factor in radicalisation and extremism, Procedures for dealing with prejudicial behaviour is outlined in the Behaviour Policy.

7. The Role of the Curriculum

7.1 Our curriculum is rooted in the Gospel Values and promotes respect, tolerance and diversity. Children are taught explicitly about British Values. Children 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.

7.2 Our PSHE provision is embedded across the curriculum and taught explicitly through our Well Being Curriculum. It influences our assemblies and underpins the ethos of the school. It is recognised that children 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.

7.3 Children 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 see adult help if they are upset or concerned about anything they read or see on the internet. Children are asked to sign an acceptable use policy at the start of every year.

8. Staff Training

8.1 The minimum legal requirement is that all schools should have at least 1 member of staff who has attended the official WRAP training. (DfE 'Prevent' Guidance June 2015)

8.2 WRAP (Workshop to Raise Awareness of Prevent) Training will be undertaken by senior leaders at Our Lady of Fatima Catholic Multi Academy Trust.

8.3 All staff will be expected to complete the DfE on line e-learning training.

<https://www.elearning.prevent.homeoffice.gov.uk/>

8.4 During the first staff meeting of each academic year, Safeguarding and Child Protection Training will take place.

This 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 and are aware of how we can provide support as a school to ensure that our children are resilient and able to resist involvement in radical or extreme activities.

9. Visitors and the Use of School Premises

9.1 Visitors entering school receive the school's information leaflet which summarises the school's Safeguarding and Health and Safety Information. This makes reference to Prevent. Visitors are subject to appropriate Safeguarding Checks.

9.2 Upon arriving at the school, all visitors including contractors, will read the child protection and safeguarding guidance and be made aware of who the Designated Safeguarding Lead are and how to report any concerns which they may experience.

9.3 If any agreement is made to allow non-school groups or organisations to use the 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 contract.

Our Lady of Fatima Catholic Multi Academy Trust's Tackling Extremism and Radicalisation Policy will be reviewed annually as part of the overall Child Protection and Safeguarding policy review.

Appendix – Dealing with referrals

We are aware of the potential indicating factors that a child is vulnerable to being radicalised or exposed to extreme views, including 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 the following system will be followed;

- All incidents of prejudicial behaviour will be reported directly to the SLT or the Head Teacher.
- All incidents will be fully investigated and recorded in line with the Behaviour Policy and records will be kept in line with procedures for any other safeguarding incident.
- Parents/carers will be contacted where appropriate 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 meeting is kept alongside the initial referral in the Safeguarding folder.
- The SLT 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.
- If deemed necessary, serious incidents will be discussed and referred to the
- In the event of a referral relating to serious and immediate concerns about potential radicalisation or extremism, the school will also contact Hertfordshire Police Prevent Team

From Autumn 2016: During autumn term all staff will be expect to complete the DFE on line e-learning training.

Staff Safeguarding Training Type of Training	Delivered by	Delivered to	When and at what frequency
WRAP (Workshop to Raise Awareness of Prevent)	Herts For Learning	All SLT and designated governor	Every Two years. Certificates held in school
https://www.elearning.prevent.homeoffice.gov.uk/	DFE – E learning	All Staff, all governors	Yearly (Autumn term)
Safeguarding and Child Protection Training	Herts For Learning	All SLT and designated governors for child protection	Refreshed on 2 year basis. Certificates held in school Safeguarding Folder
Safeguarding and Child Protection Training – (Dissemination)	SLT	All staff, governors, office staff, site management and dinner supervisors	Yearly (Autumn term), and as appropriate

CHANNEL REFERRAL FORM

Name of Subject:		DOB:
Guardian:		Relationship:
Ethnicity:	Place of Birth:	Religion:
Address		Referral Date
Telephone number		
Author	Organisation	
Contact Details		

This form is to help you refer concerns to CHANNEL, regarding an individual who may be vulnerable to being drawn into terrorism. On the reverse are questions which may assist in helping you quantify and structure your concerns in order to better record them below. They are intended as a guide to help communicate your professional judgement about what has led you to make this referral. Completed forms should be sent to the Channel team.

What is the behaviour / occurrence that has led you to make this referral

Assessment	Comment / Evidence
Faith / Ideology	
Personal / emotional & Social	
Risk / Protective factors	
Desire for change	

From what you know of the referral:

Faith / ideology

Are they new to a particular faith / faith strand? What was the context of their conversion?

Do they seem to have naïve, narrow or limited religious / political knowledge?

Are there concerns about a highly inconsistent vocalisation / practicing of their faith?

Have there been sudden changes in their observance, behaviour, interaction or attendance at their place of worship / organised meeting?

Have there been specific examples or is there an undertone of “ Them and Us “ language or violent rhetoric being used or behaviour occurring?

Is there evidence of increasing association with a closed tight knit group of individuals / known recruiters / extremists / restricted events?

Are there particular grievances either personal or global that appear to be unresolved / festering?

Has there been an increase in unusual or sudden travel abroad without satisfactory explanation?

Personal / emotional / social issues

Are there concerns over conflict with their families regarding religious beliefs / lifestyle choices?

Is there evidence of cultural anxiety and / or isolation linked to insularity / lack of integration?

Is there evidence of increasing isolation from family, friends or groups towards a smaller group of individuals or a known location?

Is there history in petty criminality and / or unusual hedonistic behaviour (alcohol/drug use, casual sexual relationships, and addictive behaviours)?

Have they got / had extremist propaganda materials (DVD's, CD's, leaflets etc.) in their possession?

Do they associate with negative / criminal peers or known groups of concern?

Are there concerns regarding their emotional stability and or mental health?

Is there evidence of participation in survivalist / combat simulation activities, e.g. paint balling?

Risk / Protective Factors

What are the specific factors which are contributing towards making the referral more vulnerable to radicalisation by others or moving towards violent extremism? E.g; mental health, language barriers, cultural anxiety, impressionability, criminality, specific grievance etc.

Is there any evidence of others targeting or exploiting these vulnerabilities or risks?

What factors are there already in place or could be developed to firm up support for the referral or help them increase their resilience to negative influences? E.g. positive family ties, employment, mentor / agency input etc.

Desire for change

Do they have the ability to change with / without support? Why / Why not?

How motivated are they to make steps towards changing their attitudes and behaviour?

How sustainable do you think their motivation / desire is?

Please forward completed forms to the PREVENT team at prevent@herts.pnn.police.uk

NOT PROTECTIVELY MARKED when incomplete

Prevent - FAQs

What is Prevent?

Prevent is part of the UK government's counter terrorism strategy. It aims to stop people becoming involved in terrorism or supporting terrorism.

In schools it is concerned with

- Building pupils' resilience to radicalisation
- Enabling pupils to challenge extremist views
- Identifying and supporting people who have come under the influence of extreme views.

It is not intended to stop pupils debating controversial issues within a context of respect for others. Schools should provide a safe place in which children and young people and staff can understand the risks associated with terrorism and develop the knowledge and skills to be able to challenge extremist arguments.

What is 'extremism'?

Extremism is displayed by vocal or active opposition to fundamental British Values such as democracy, the rule of law, individual liberty, mutual respect and tolerance of different faiths and beliefs. Extremist groups and individuals are engaged in calls to violence to further their aims. They accentuate division and difference and exploit fears based on ignorance and prejudice. Extremist views could be political (far left or far right), religious, racial or single issue focused (e.g. animal rights extremists)

Is extremism really a risk in our area?

Yes. For any individual radicalisation could occur through face to face contact or via the internet. It is therefore possible for anyone anywhere to come under the influence of extremism.

With very young children the risk identified might be about the activity or views of adults, older siblings or others who provide their care.

Does the Prevent duty apply to all educational settings?

Yes. This includes

- early years and all other childcare settings, including child minders
- primary and first schools
- middle and secondary schools
- special schools
- academies
- PRUs (ESCs)
- independent schools
- F.E. and H.E.

What do schools and childcare providers need to put in place to fulfil the Prevent duty?

The Prevent duty is entirely consistent with schools'/settings' existing responsibilities and should not be burdensome. Schools/settings should ensure

Ongoing awareness and risk assessment - Protecting children and adults from the risk of radicalisation should be seen as part of schools'/settings' wider safeguarding duties, and is similar in nature to protecting children from other harms (e.g. drugs, gangs, neglect, sexual exploitation), whether these come from within their family or are the product of outside influences. The 'Notice – Check – Share' procedure should be in place.

Work in partnership –using normal safeguarding routes and the Channel Panel for referral and by developing community relationships as a part of the prevention strategy (relevant to the school's Community Cohesion duty)

Staff training - As a minimum schools should ensure that the Designated Safeguarding lead (DSP) undertakes the official Prevent awareness training (WRAP) and is able to provide training, advice and support to other members of staff on protecting children from the risk of radicalisation. It is essential that all staff are able to identify children who may be vulnerable to radicalisation and know what to do when they are identified.

Policy and practice – It is not necessary to have distinct policies for the implementation of the Prevent duty. Child protection and safeguarding policies should reference Prevent (see model policies available on the grid). In addition, IT policy and practice should ensure that children are safe from terrorist and extremist material when accessing the internet in schools/settings (see model policy on the grid), including through suitable filtering. It is recommended that steps are taken to assist parents and carers to understand the risk of radicalisation online, particularly in relation to social networking and searches online.

How would I know that a person was vulnerable to radicalisation?

There is no single way of identifying who is likely to be drawn into extremism or radicalisation. The factors that may have a bearing on someone becoming vulnerable may include

- Peer pressure
- Influence from others
- Bullying
- Being a victim of crime
- Displaying anti-social behaviour
- Family change or tensions
- Being exposed to propaganda
- Becoming isolated or socially excluded
- Involvement on hate crime
- Lack of self-esteem or sense of identity
- Feeling overwhelmed by life
- Feeling indebted or guilty
- Personal grievance including those based on historical, religious or political issues

What behaviour might alert us to this vulnerability?

- Significant changes in behaviour or personality
- New friendship groups or increased isolation
- Withdrawn, crying or desperate
- Aggressive, short tempered, angry or newfound arrogance
- Use of 'scripted speech' and changed language use
- Fixations on certain subjects
- Increased use of the internet
- Absence from school or planned journeys abroad
- Closed to new ideas or conversations
- Asking inappropriate questions
- Significant change in physical appearance or clothing

What are the key learning sets to educate against extremism?

As part of delivering a broad and balanced curriculum that is fully inclusive of spiritual, moral, social and cultural education, schools need to equip young people with the knowledge, skills and reflexes to

- Think for themselves and identify risk
- Challenge and debate
- Recognise and challenge stereotypes and prejudice
- Develop their own positive identity
- Take responsibility for their actions and resist peer pressure

- Express their views with respect and appreciate the impact their views can have on others
- Appreciate and value different cultures and faiths
- Understand that the use of violence to further any cause is criminal
- Keep themselves and others safe from harm and reject any call to harm others
- Accept and value difference as positive
- Advocate British Values such as democracy, the rule of law, individual liberty, mutual respect and tolerance of difference
- Have a sense of agency in their own life and know that they have choices.

What are the referral procedures?

Schools and settings should follow their normal safeguarding procedures. You can discuss any concerns with the Multi-agency Safeguarding Hub (MASH). In addition schools can also consider contacting youth settings or local faith or community leaders to discuss how they might help support individuals about whom there are concerns. However, a school with a significant or continuing concern should not hesitate make a direct referral to Channel using the referral form. (Please complete the form as fully as possible)

Schools can also contact the DfE dedicated helpline to discuss non-emergency concerns on 02073407264 or by email to counter.extremism@education.gsi.gov.uk, which exists to enable staff and governors to raise concerns relating to extremism.

In the case of immediate or imminent risk of harm, for example a family preparing to leave the UK with their children to travel to a war zone, the school should make an immediate Child Protection Referral. In the case of criminal activity please call 101 (non-emergency) or 999 (emergency only) as appropriate.

Do I need to inform parents before I make a referral to Channel?

Making a referral is a means of accessing support for a vulnerable individual. In most circumstances sharing information about your concerns and your intention to access further support from a multi-agency group is entirely appropriate. In rare circumstances, e.g. where a child would be at increased risk or actions escalated, it may be appropriate to make a referral without informing parents.

What is the purpose of Channel?

Channel is a programme which focusses on providing support at an early stage to young people and adults who are identified as being vulnerable to being drawn into extremism or terrorism. The programme uses a multi-agency approach to protect vulnerable people by

- Identifying individuals who are at risk through receipt of referrals
- Assessing the nature and extent of that risk
- Developing the most appropriate support plan for the individual concerned

A referred individual's engagement with the Channel programme is entirely voluntary at all stages.

Who can I make a referral to the Channel Panel about?

Channel is about ensuring that vulnerable individuals and adults of any faith, ethnicity or background receive support before their vulnerabilities are exploited by those that would want them to embrace terrorism, and before they become involved in criminal terrorist related activity. Any school or setting can make a referral about any child, young person or adult for whom they have concerns. Concerns referred could also be about group activity.

How frequently does the local Channel Panel meet?

This varies according to need. The Panel normally meets every 4 weeks but this can be more frequent if required.

Does a referral to Channel lead to a criminal record?

No. Channel works in the pre-criminal space aiming to prevent the exploitation of vulnerable individuals to commit crime.