The Billericay School

Extremism & Anti-Radicalisation Policy

Date of Last Review: July 2020

Status: Non-Statutory [Allied to Safeguarding Policy]

Committee: LGB – D Knight, Named Governor for Safeguarding

Staff Lead: Shirley Smears

Review Process: Two Yearly

Location: R:\SLT\Policies

Date of Next Review: July 2022
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SECTION 1

AIMS & INTRODUCTION

Aims and Objectives

- This policy supports the PREVENT duty for schools as part of the Counter Terrorism and Security Act (2015)\(^1\)
- The policy is part of the overall Safeguarding & Child Protection Policy
- The school has a zero tolerance of any member of the school engaged in extremist behaviour.
- All members of the school staff are trained and demonstrate an understanding of what type of behaviour constitutes extremist behaviour and are vigilant
- The policy supports and complements the ‘British Values’ set out in the Department of Education guidance, ‘Promoting fundamental British values as part of SMSC in schools’ (November 2014)\(^2\)
- The policy accompanies other related safeguarding documents including the e-safety and equality policies

Introduction

The Billericay School is an inclusive school that provides a safe environment for children to learn and achieve. As part of these principles, safeguarding is a top priority so that children can develop without fear of danger or abuse. As part of our safeguarding policies and procedures, we are fully committed to supporting parents and other agencies in preventing children and young people being exposed to radicalisation. We adhere to the importance of British Values and encourage children and young people to debate controversial issues. However, all staff are trained to evaluate the distinction between moderate and extremist behaviour.

‘PREVENT’

The ‘Prevent’ strategy is part of the Home Office’s overall counter-terrorism strategy called ‘CONTEST’\(^3\).

*The purpose of ‘Prevent’ is at its heart to safeguard and support vulnerable people to stop them from becoming terrorists or supporting terrorism. Our Prevent work also extends to supporting the rehabilitation and disengagement of those already involved in terrorism. Prevent works in a similar way to programmes designed to safeguard people from gangs, drug abuse, and physical and sexual abuse. Success means an enhanced response to tackle the causes of radicalisation, in communities and online; continued

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effective support to those who are vulnerable to radicalisation; and disengagement from terrorist activities by those already engaged in or supporters of terrorism.

The objectives of ‘Prevent’ are to:

- Tackle the causes of radicalisation and respond to the ideological challenge of terrorism.
- Safeguard and support those most at risk of radicalisation through early intervention, identifying them and offering support.
- Enable those who have already engaged in terrorism to disengage and rehabilitate.

Since 1st July 2015, schools have had a duty to safeguard children from radicalisation under the Counter Terrorism and Security Act (2015). Two members of the Safeguarding Team (Deputy DSLs, S Smears & C Berry) have received ‘Workshop to Raise Awareness of Prevent’ (WRAP) training and cascaded this to staff.

‘Channel’

Channel is a multi-agency approach to support individuals who are being radicalised by others. Once an individual is identified as at risk of radicalisation, positive action is taken by representatives from the police, social care and education to engage the person in alternative activities; individuals are provided with a mentor to help them discuss their views and ideas, which is especially useful if they have distorted views on religion or politics.

Essex Channel Panel

The Essex Channel Panel is the multi-agency mechanism that oversees and co-ordinates ‘Prevent’ in Essex⁴. The school will discuss potential referrals with the ‘Child and Families Hub’ at Essex County Council (0345 603 7627) and, if advised to do so, with either the Police Prevent Team or Jo Barclay, Education Prevent Lead for Essex.

The school is aware that this process is there for genuine concerns about an individual and not someone who has radical ideas about a subject. We recognise that many people who begin to show signs that they are being radicalised show other characteristics such as mental health problems, drug or alcohol abuse and other symptoms which make them vulnerable. We must remember that many young people develop opinions and ideas as they become more independent and this does not necessarily mean that they are being radicalised.

SECTION 2
GUIDING PRINCIPLES & PROCESSES

Guiding Principles

All staff are committed to safeguarding at The Billericay School and are fully aware of the dangers of the radicalisation of children and young people. This policy supports our responsibility to protect students in association with other local and national agencies.

The key principles are that teachers, non-teaching staff and governors will:

- Have received training on this policy and understand the signs related to radicalisation. In addition, they know the procedures for any disclosures or concerns about a child or young person.

- Understand the importance of promoting British Values as part of the ethos of the school and listen to the child about fears or concerns that they may have in light of any terrorist event.

Tackling Extremism

The Billericay School is a tolerant and safe environment for students to learn and achieve. In tackling extremism, we will be vigilant in looking for signs of extremist behaviour and all staff will be aware of the procedures in place for reporting concerning behaviour.

Evidence of extremist behaviour may take the following forms:

- Disclosure by students about extremist or radicalised behaviour. This could be in the form of exposure to materials outside of school.
- Use of specific terms that are associated with specific ideological views e.g. use of hate language.
- Intelligence reports from local and national agencies regarding the radicalisation of groups of people in a locality.
- Focus on specific narratives that highlight particular extremist views.
- Evidence of accessing online materials (including social media sites) that include extremist materials.
- Refusal to accept views expressed by others that are counter to the school’s equality policy.
- Concerns raised by parents or carers about the changing behaviour of their child.
- References to an extremist narrative in students work.

Any concerns will be referred to the safeguarding team in line with our safeguarding policies and protocols.
Making a Judgement

When making a judgment, the Safeguarding Team will ask themselves the following questions:

- Does the child have access to extremist influences through the internet e.g. via closed network groups or through liaison with organisations or members of the community?
- Does the child possess or actively seek extremist literature/other media likely to incite racial or religious hatred?
- Does the child sympathise or support extremist groups or behaviour in their vocal support for hate crimes, terrorist attacks or in their written work?
- Does the child’s outward appearance suggest a new social, religious or political influence e.g. jewellery, tattoo, clothing?
- Has the child been a victim of a race hate or religious crime?
- Has the child had major disagreements with peers, family or faith groups which has led to rejection, isolation or exclusion?
- Does the child display an irregular and distorted view of religion or politics?
- Does the child show a strong objection to specific cultures, races or religions?
- Is the child a foreign national awaiting a decision about deportation or immigration?
- Is there an irregular pattern of travel by the child’s family?
- Has the child witnessed or suffered from trauma or violence in a war zone or through sectarian conflict?
- Is there evidence of a relative or family friend having extremist views?

The ‘Indicators of Extremism Checklist’ is always completed when a concern is raised.

Referrals

In line with our safeguarding procedures, staff are fully aware of procedures for reporting extremist behaviour. The following system for referrals is as follows:

- Any disclosures or concerns of extremist behaviour should be referred to the named Designated Safeguarding Lead or deputies.
- All incidents will be investigated in line with current policies and evidence will be recorded and retained for school records.
- If appropriate, parents/carers will be contacted and the issue will be discussed with them to investigate whether there are any mitigating home circumstances. A decision will be made at this meeting to look at any further external agency support and whether a referral should be made.
- The DSL will follow up any referrals and the child or young person will be monitored for a period of time to look at whether there has been any change in attitude or behaviour. Parents/carers will be consulted during this period of time.
- If concerns are still expressed, the DSL will contact the local Channel Co-ordinator to discuss the next steps.
Curriculum / British Values

All schools are expected to promote British values as part of meeting the requirements to ensure the spiritual, moral, social and cultural (SMSC) development of their students. These values are outlined as: democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.

The best way for schools to instil such values is to reflect them in the way the school is run. Democracy is embodied in the way we work and in the ethos and culture of the school, within the framework of rules that are there for the benefit of everyone. These British values enable us to have discussions with students about what our values are as part of a school community, as well as part of local, national and global communities (the old, but still relevant and helpful, Community Cohesion Agenda). The Billericay School provides a broad and balanced curriculum and students are encouraged to discuss different issues but have respect and tolerance for those with different views. The PD (Personal Development), Humanities and Pastoral Curricula enable students to learn about their emotional and social wellbeing which includes ways to understand the processes of radicalisation and grooming. As part of Citizenship Education students are able to look at relevant news stories and relate this to the rule of law and democracy. As part of Religious Education, students learn about different religions and gain skills around tolerance and respect for diversity in the UK. In ICT, students learn about keeping safe when they are on the internet and understand the need to keep personal information private. Within these and other subject areas, students learn about the importance of British values and why they are important for a fair and equal society.

As part of our SMSC provision, and in accordance with guidance, we:

- Include in suitable parts of the curriculum, as appropriate for the age of students, material on the strengths, advantages and disadvantages of democracy, and how democracy and the law works in Britain, in contrast to other forms of government in other countries;
- Ensure that all students within the school have a voice that is listened to, and demonstrate how democracy works by actively promoting democratic processes such as a school council whose members are voted for by the students;
- Use opportunities such as general or local elections to hold mock elections to promote fundamental British values and provide students with the opportunity to learn how to argue and defend points of view;
- Use teaching resources from a wide variety of sources to help students understand a range of faiths, and
- Consider the role of extra-curricular activity, including any run directly by students, in promoting fundamental British values.
Through promotion of ‘British Values’ and SMSC development, we are also fulfilling our duty to help prevent radicalisation of all kinds e.g. extreme right wing beliefs as well as potential exploitation of students by groups like the so called Islamic State. We do so by aiming:

- To teach RE, PD and General Studies and ideas around Philosophy and Ethics and, through the curriculum, discuss religious radicalisation openly
- To promote global citizenship explicitly – the idea that all people interconnected with mutual responsibility for each other
- To discuss secularism within which faith groups are given space to express their identity, without any one group dominating.
- To celebrate diversity as a key element of British culture, going beyond tolerance to acceptance and inclusion across a range of issues – feeding into the curriculum, assemblies, and community events.
- To ensure students learn how to stay safe on line and understand how exploitation works.
- To focus on delivering the highest possible educational standards, rich in cultural capital from a global perspective.

**ICT Services**

The school purchases technical services and connectivity from Gamma, Cutter, and Lan 3 and is committed to safeguarding children and staff when using the school network. The ICT infrastructure has a filtering solution in place to block inappropriate content and if a breech occurred and access to radicalisation material happened, the school would follow its e-safety incident management procedure to blacklist the site.

**Use of External Speakers**

Vetting of all external speakers follows our safeguarding procedures and we do not allow any such speaker that undermined the principles and ethos of the British values endorsed by the school.

**Policy Review**

This policy is linked to the safeguarding/child protection policy and will be reviewed at least every two years. The next planned date for review is July 2020.

**Staff Training**

Staff receive safeguarding and child protection training annually in line with the relevant policies. Anti-radicalisation is also incorporated into e-safety training and is updated in line with emerging online behaviours. Staff are encouraged to complete the free ‘Prevent e-learning training course’ available via the ‘Educate Against Hate’ website.
Additional Materials

PREVENT Duty Guidance

Department Of Education - Protecting children from radicalisation: the prevent duty

2010 to 2015 government policy: counter-terrorism


Department Of Education & Home Office – The use of social media for online radicalisation
https://www.gov.uk/government/publications/the-use-of-social-media-for-online-radicalisation

Department Of Education & Home Office – Website: ‘Educate Against Hate – Prevent Radicalisation & Extremism’. https://educateagainsthate.com/