



# The Thomas Lord Audley School

## Extremism and Anti Radicalisation Policy

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## Statement of intent

The Thomas Lord Audley School deplores terrorism of every kind and of any radical ideology. We will do anything we can to protect our students from the threat of terrorism and will not tolerate extremism or radicalisation in our school.

Our zero-tolerance approach to extremism and terrorism includes interventions, exclusions and involving third parties such as the police.

We support and adhere to the latest guidance from the DfE which requires schools to actively promote fundamental British values and to ensure that students are encouraged to regard people of all faiths, races and cultures with respect and tolerance.

This policy relates to the radicalisation of students at The Thomas Lord Audley School.

### 1. Legal framework

1.1. This policy has due regard to statutory legislation, including, but not limited to, the following:

- The Counter-Terrorism and Security Act 2015
- The Childcare Act 2006

1.2. This policy also has due regard to statutory and non-statutory departmental advice, including, but not limited to, the following:

- DfE (2015) 'The Prevent duty'
- DfE (2022) 'Keeping children safe in education'

## 2. Definitions

### For the purpose of this policy:

- 2.1. **Extremism** – is defined as the holding of extreme political or religious views.
- 2.2. **Radicalisation** – is defined as the process by which an individual or group comes to adopt increasingly extreme political, social, or religious ideals and aspirations.
- 2.3. **Fundamental British values** – are a set of expected standards by which people resident in the UK must live.
- 2.4. **Terrorism** – is defined as violent threats or actions designed to influence the government or intimidate the public with the purpose of advancing a political, religious or ideological cause. This includes endangering or causing serious violence to a person or people, serious damage to property, and seriously interfering or disrupting an electronic system.

## 3. Roles and responsibilities

[The governing board will be responsible for:

- Ensuring the appropriate measures are in place to protect pupils from radicalisation.
- Ensuring the Prevent duty is seen as part of the school's wider safeguarding duties.

The headteacher will be responsible for:

- The overall implementation and management of this policy.
- Ensuring every staff member is familiar with the scope of this policy.
- Ensuring pupils are taught about British values through the curriculum.
- Ensuring the school is a safe space in which pupils can understand and discuss sensitive topics, including terrorism and extremism, and able to challenge ideas.
- Undertaking a risk assessment to determine whether pupils are at risk of being drawn into terrorism.
- Identifying extremist risks in the local area.
- Ensuring any visitors and speakers at the school are appropriate and vetted prior to them having access to pupils.

The DSL, and any deputies, will be responsible for:

- Handling any referrals to the Channel programme and supporting staff who make referrals to Channel.
- Following up any referrals made to the Channel programme.
- Providing advice and support to staff on protecting pupils from the risk of radicalisation.
- Delivering staff training on the Prevent duty.
- Working with external agencies to support pupils at risk of being drawn into terrorism.
- Providing guidance to other staff members to help them support pupils at risk of being

drawn into terrorism.

- Understanding local procedures for making a Prevent referral and making Prevent referrals where appropriate.

All staff members will be responsible for:

- Being alert to the risk factors of extremism and radicalisation and any changes in a pupil's behaviour which could indicate that they may be in need of help or protection.
- Raising any concerns with the DSL (or any deputies, in their absence).
- Notifying the DSL (or any deputies, in their absence) when they make any referrals to the Channel programme.
- Engaging in staff training on the Prevent duty.
- Using their professional judgement to identify pupils who may be at risk of radicalisation and acting proportionately.

### **3. Safeguarding from extremism**

3.1. The school protects the right to freedom of expression. This policy is not intended or designed to restrict or prevent legitimate and lawful congregation or debate.

3.2. The school has a dedicated designated safeguarding lead (DSL/DDSL) who deals with any incidents of extremism and or terrorism within our school community.

3.3. As is the school's responsibility under law, we will do our utmost to safeguard our students from being drawn into extremism and terrorism.

3.4. The school has strong relationships with our Local Safeguarding Children Board (LSCB) and local police, and will not hesitate to involve them at the earliest opportunity if safeguarding issues arise.

3.5. The school encourages any student, parent, staff member or member of the wider school community to let our DSL/DDSL know if they have concerns about:

- students becoming radicalised.
- Groups, clubs or societies with extremist or radical views.
- Friends and/or families of students becoming radicalised or involved in extremism.
- students planning to visit known areas of conflict.
- Members of the school and wider community attempting to draw young and/or vulnerable students into extremism.

3.6. Visitors and speakers coming into the school will be vetted prior to them having access to students, and all materials handed out to students will be checked by the relevant middle/senior leader as delegated by the **Head Teacher**.

3.7. student-led groups, clubs and societies will be subject to termly unannounced inspections by our DSL/DDSL.

### **4. 'Channel' and 'Prevent'**

4.1. Channel, a key element of the Home Office's Prevent strategy, is a multi agency approach to protect people at risk from radicalisation.

4.2. As a school we will work with the LA, local law enforcement, and religious and community leaders, to identify children vulnerable to radicalisation and to stamp out extremism if it arises. This includes identifying students:

- Displaying feelings of grievance and injustice.
- Feeling under threat.
- Searching for identity, meaning and belonging.
- Who have a desire for status amongst their peers.
- Who have a desire for excitement and adventure.
- Displaying a need to dominate and control others.
- Who have a susceptibility to indoctrination.
- Displaying a radical desire for political or moral change.
- Who are susceptible to opportunistic involvement.
- Who have family or friends involved in extremism.
- Susceptible to being influenced or controlled by a group.
- With relevant mental health issues.

## 5. Preventing radicalisation

5.1. The school will assess the risk of students being drawn into terrorism through identifying the factors that affect children in the local area and knowing how to identify those at risk.

5.2. The school always takes allegations and concerns of radicalisation and/or terrorism seriously.

5.3. The school will help students channel their desire for excitement and adventure into suitable and healthy activities.

5.4. Extremist propaganda is widely available online. The poisonous messages of extremists and fundamentalists will never be allowed to drown out the voices of the moderate majority.

5.5. The school will work with local religious and cultural organisations to instil a strong sense of identity in our students, as well as a clear place and purpose within the school.

5.6. The school recognises that students' parents and families are best-placed to spot signs of radicalisation and, as such, will promote effective engagement with parents and families.

5.7. The school will record all internet activity that takes place on site, and on any school computers, laptops and tablets off site, and establish appropriate filters to protect children from terrorist and extremist material online, in accordance with the E-safety Policy.

5.8. In accordance with Keeping Children Safe in Education and our **Child Protection and Safeguarding Policy**, students will be taught about the importance of staying safe online through PSHE lessons.

5.9. The school is stronger thanks to our open, multi-faith and multi-racial community. We will always aim to integrate and engage every child within the school community, and in the wider community.

5.10. The school will celebrate a range of different religious and cultural festivals across the year giving every child the opportunity to take part.

5.11. The school will monitor and assess incidents which suggest students are engaging, or

are at risk of engaging, in extremist activity and/or radicalisation.

5.12. Where a student has been identified as at risk of radicalisation, the school will take action proportionate to the incident/risk.

## **6. Making a judgement**

6.1. Although extremist behaviour can be presented in many forms, the school understands the following as the most obvious indicators:

- Disclosure about extremist or radicalised behaviour by students – this could include exposure to materials outside of school
- Use of specific terms associated with certain ideological views, e.g. 'hate' language
- Intelligence reports from local and national agencies regarding the radicalisation of groups of people in the local area
- Focus on specific narratives that highlight particular extremist views
- Evidence of accessing online materials that include extremist materials
- Refusal to accept views expressed by others which are counter to the school's Equality Policy.
- Documented concerns raised by parents or family members about the changing behaviour of the student
- References to an extremist narrative in students' work

6.2. When assessing whether a student is at risk of radicalisation, staff will ask themselves the following questions:

- Does the student have access to extremist influences through the internet? • Does the student possess or actively seek extremist material?
- Does the student sympathise or support extremist groups or behaviour in their speech or written work?
- Does the student's demeanour suggest a new social, religious or political influence?
- Has the student previously been a victim of a race hate or religious crime?
- Has the student experienced any major disagreements with their peers, family or faith groups, leading to rejection, isolation or exclusion?
- Does the student display an irregular and distorted view of religion or politics?
- Does the student display a strong objection towards specific cultures, faiths or race?
- Is the student a foreign national awaiting a decision regarding deportation or immigration?
- Is there an irregular pattern of travel within the student's family?
- Has the student witnessed or suffered from trauma or violence in a war zone or through sectarian conflict?
- Is there evidence of a relative or family friend displaying extremist views?

6.3. The DSL/DDSL will undergo Prevent awareness training in order to provide advice and support to staff on protecting students from the risk of radicalisation.

6.4. Staff will undergo annual Prevent awareness training, delivered by the DSL/DDSL, in order to ensure that they are up-to-date to recognise indicators of radicalisation.

6.5. Staff, including the DSL/DDSL, will also undergo regular training in response to any updates.

## **7. Community links**

7.1. The school will engage with local community and religious leaders, and local law enforcement.

7.2. The school will include discussion about extremism and terrorism in our governing body meetings.

7.3. The school will operate an open-door policy for community members to report concerns.

7.4. The school will open our doors to the community for festivals, religious and other events.

7.5. The school will select a range of charities to support across the year which represent our school community, including local community groups.

## **8. Making a referral**

8.1. In accordance with the school's Child Protection and Safeguarding Policy, if any member of staff has concerns about a student, they will raise this with the DSL/DDSL.

8.2. Parents will be contacted to discuss the issue and investigate where there are any mitigating home circumstances, unless doing so would put the student at further risk of harm. A decision will be made at this meeting to determine whether a referral should be made to the Channel programme.

8.3. In most cases, the DSL/DDSL will refer cases to the Channel programme where there is a radicalisation concern, as appropriate.

8.4. Staff members may make referrals to the Channel programme if they deem it necessary – the DSL/DDSL will be notified in all cases and will support staff members who do so.

8.5. Staff members will be informed that they may be asked to attend a Channel panel to discuss the student who has been referred to determine whether support is required.

8.6. The LA's Channel panel will decide which support, if any, is required and arrange for this support to be implemented.

8.7. The DSL/DDSL will follow up any referrals and the student will be monitored for a period of time to determine whether there have been any changes in behaviour. Parents will be consulted during this period, unless doing so would put the student at further risk of harm.

8.8. If any concerns are raised, the DSL/DDSL will contact the Channel programme to discuss further steps.

8.9. The DSL/DDSL will record and retain all incidents for school records.

## **9. Promoting fundamental British values**

9.1. Through the national curriculum, the school will:



- Teach our students a broad and balanced international history.
- Represent the cultures of all of our students across the subject.
- Teach a wide range of English and non-English literature.
- Commemorate World War 1 and 2.
- Demonstrate the historical importance of the Commonwealth.

9.2. Through our social, moral, spiritual and cultural programme, the school will:

- 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.

9.3. The school will do this by:

Including material on the strengths, advantages and disadvantages of democracy, and how democracy and the law work in Britain as part of our curriculum.

Ensuring that all students within the school have a voice that is listened to, thus demonstrating how democracy works via a school council whose members are voted for by the students.

Using opportunities such as general or local elections to hold mock elections to offer students the chance to engage in politics from an early age. • Offering a debate club to provide students with the opportunity to learn how to argue and defend points of view.

Using teaching resources from a wide variety of sources to help students understand a range of faiths.

Considering the role of extra-curricular activities, including any activity run directly by students, in promoting fundamental British values.

## **10. Policy review**

10. This policy is reviewed annually by the DSL/DDSL and the Head Teacher.