



Extremism & Radicalisation Policy

Policy: Extremism and Radicalisation Policy	
Governors' Committee Responsible: C Bonham	
Policy Originator: J Hibben	Review Period: Annual
Status: Statutory	Next review Date: Autumn 2019

KEY CONTACTS WITHIN THE SCHOOL (2017-18)

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NOMINATED GOVERNOR FOR CHILD PROTECTION

NAME: Christine Bonham

KEY CONTACTS WITHIN THE LOCAL AUTHORITY

The EDUCATION SAFEGUARDING SERVICE is able to provide advice and consultancy.

CONTACT NUMBER: 01245 436744

E-MAIL: education.safeguarding@essexcc.gov.uk

SET Procedures 2011: <http://www.escb.co.uk/>

REFERRAL TO FAMILY OPERATIONAL HUB/ SOCIAL CARE Mon-Thurs 8.45-5.30pm, Fri 8.45-4.30pm

For all NON – URGENT referrals and enquiries telephone 0345 603 7627

Where schools have URGENT and IMMEDIATE concerns for the safety and welfare of a child or young person during office hours telephone 0345 603 7627

To make URGENT referrals OUT OF OFFICE HOURS telephone 0345 606 1212

NSPCC Whistleblowing helpline

0800 028 0285

NSPCC Helpline

0808 800 5000

POLICE

TELEPHONE

101 OR 999

PREVENT

020 7340 7264

Child Line

0800 1111

NHS –non-emergency call

111

CEOP

Extremism & Radicalisation - The Cornelius Vermuyden School

Introduction

Cornelius Vermuyden School is absolutely committed to safeguarding and promoting the welfare of all its students. Children at school must know that their safety is paramount, so that they feel safe and know that there is a trusted adult always on hand to listen to them.

We know that safeguarding can involve a whole host of potential issues which are based on or related to a form of exploitation, from bullying or child sexual exploitation to radicalisation and extremism, and safeguarding children from radicalisation and extremism is no different from safeguarding against any other vulnerability.

As an academy, we believe that we are well-placed to hear of any potential radicalisation or extremism however, recent events that have taken place nationally remind us of the importance of remaining vigilant. In the appendix to this statement, we set out how we can work together to prevent and if necessary deal with such incidents. In this area of safeguarding, as with most areas, staff need to be open, aware and 'think the unthinkable' as well as remain fully informed about the issues which affect the local area, town and the wider society in which we live or teach.

Radicalisation – a definition:

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.

Extremism – a definition:

Extremism is defined as the holding of extreme political or religious views. It is a vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and the tolerance of different faiths and beliefs.

The Headteacher, governors and staff of the school recognise that we play a significant role in the prevention of radicalisation and extremism, which includes preventing extremist views and ideologies from being developed.

1. Links to Other Policies

This anti-radicalisation policy statement links to the following policies and should be read alongside them:

- Safeguarding and Child Protection Policy
- Equalities
- Anti- Bullying
- Behaviour Policy
- PREVENT Government Strategy July 2015¹
- Keeping Children Safe in Education DfE 2016²
- Working Together to Safeguard Children HM GOV 2015
- Staff Code of Conduct

2. Aims and Principles

The main aims of this policy statement are:

- To ensure that staff are fully engaged in being vigilant about radicalisation
- To overcome professional disbelief that such issues will not happen here;
- To work alongside other professional bodies and agencies to ensure that our students are safe from harm.

To realise these aims the following actions are important:

- All governors and staff working in school will have an understanding of what radicalisation and extremism are and why we need to be vigilant in school.
- All governors and staff will know what the school policy is on anti-radicalisation and extremism and will follow the policy when issues arise.
- All parents and students will know that the school has policies in place

¹https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/445977/3799_Revised_Prevent_Duty_Guidance_England_Wales_V2-Interactive.pdf

²

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/550511/Keeping_children_safe_in_education.pdf

to keep students safe from harm and that the school regularly reviews its systems to ensure they are appropriate and effective

- At Cornelius all staff are expected to uphold and promote the fundamental

British values of:

- democracy; the rule of law; individual liberty and mutual respect; and tolerance of those with different faiths and beliefs
- To promote the positive values which are our School Code of Conduct.

3. Referrals

All referrals regarding radicalisation will follow SET procedures linked to ESCB and will be made to the Family Operations Hub, who will then liaise with the police and other external agencies. **In extreme cases, the Designated Safeguarding officer will directly contact the Police.**

Furthermore, the school will follow the procedures set out by the Essex Safeguarding Children's Board and with reference to PREVENT, Channel Duty guidance³ and the school's Safeguarding and Child Protection policy and Safeguarding Children and Young People⁴ who are deemed to be vulnerable to Extremism procedures.

4. How can we reduce the risk of extremism and radicalisation in school through the role of the curriculum?

Our broad and balanced curriculum is built on clear values for learning, promoting respect, kindness and awareness of the positive nature of diversity. Children are encouraged to share their views and to recognise and respect that each of us is able to hold our own different beliefs - which should not be used to influence others. They also learn that there are some views and expression of ideas which may be seen as unhelpful or even a 'bad choice' and therefore just not ok.

Our PSHRE (Personal, Social and Health Education), Citizenship and SMSC (Spiritual, Moral, Social and Cultural) provision is embedded across the curriculum and integral to the ethos of the school.

It is recognised that children with low aspirations are more vulnerable to radicalisation. We strive to equip our students with confidence, self-belief, respect and tolerance as well as setting high standards and expectations for themselves through our values of aspiration, creativity, respect and emotional engagement.

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

³ https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/425189/Channel_Duty_Guidance_April_2015.pdf

⁴ <https://www.gov.uk/government/publications/safeguarding-children-and-young-people/safeguarding-children-and-young-people>

are, especially online. They are taught to seek adult help if they are upset or concerned about anything they read or see on the Internet or indeed, if anything about their life at home or at school feels unsafe.

Education can be a powerful tool, equipping children with knowledge and skills as well as supporting their ability to think for themselves, to challenge and to debate. Education offers children the opportunity to learn about different cultures and faiths and to gain an understanding of the values we share. Exploring ideas, developing a sense of identity and forming views are a normal part of growing up.

As Educators we have a key role in:

- Raising awareness
- Providing information
- Enabling children to make a positive contribution
- Safeguarding all our children

We will work together to reduce the risk of radicalisation and extremism by:

- Creating explicit value statements that are inclusive of all students and promote SMSC in all that we do
- Reviewing curriculum and pupil participation and the on-going review of safeguarding processes
- Developing critical personal thinking skills and using curriculum opportunities including small group work as well as teaching controversial issues (challenging racism or stereotype)
- Implementing social and emotional aspects of learning
- Exploring and promoting diversity and shared values between and within communities
- Challenging Islamophobia, anti-Semitism and other prejudices
- Supporting those at risk of being isolated
- Building ties with all local communities, seeking opportunities for linking with other schools
- Using anti-bullying strategies to minimise hate and prejudice based bullying
- Using restorative approaches to repair harm caused

We will encourage children to express their views but also to appreciate the impact their views can have on others, to take responsibility for their actions and to understand that the use of violence to further any cause is simply not allowed. At Cornelius, we actively promote the wonder of diversity in as many ways as we can.

5. Staff Training

Through induction and through INSET opportunities in school, we 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. Staff are taught:

- To be familiar with behavioural indicators (see appendix 1)

- To know the procedure for referring concerns in that the referral procedures for extremism and radicalisation are the same as for any other safeguarding concern. See Safeguarding Children Policy, 2016.
- Understand their role and the role of the school in preventing and tackling radicalisation and extremism (appendix 2)

Finally, as a school educating young children, we have an interest and potential concern for how carers or older siblings may also be at risk of radicalisation and extremism and the potential for adverse impact on younger family members.

APPENDIX 1

Understanding and Recognising Risks and Vulnerabilities of Radicalisation and Extremism

Extremist organisations can develop and popularise ideas which create an environment conducive to extremism and terrorism.

“In assessing the drivers of and pathways to radicalisation, the line between extremism and terrorism is often blurred. Terrorist groups of all kinds very often draw upon ideologies which have been developed, disseminated and popularised by extremist organisations that appear to be non-violent (such as groups which neither use violence nor specifically and openly endorse its use by others)”. [Prevent Strategy 5.34]

“Terrorist groups can take up and exploit ideas which have been developed and sometimes popularised by extremist organisations which operate legally in this country. Evidence also suggests that some (but by no means all) of those who have been radicalised in the UK had previously participated in extremist organisations” (Prevent Strategy - opening summary to chapter 5)

Children, young people and their families can be drawn into violence or they can be exposed to the messages of extremist groups by many means. This can include through the influence of family members or friends and/or direct contact with extremist groups and organisations or, increasingly, through the Internet. This

can put a young person at risk of being drawn into criminal activity and has the potential to cause significant harm. Children and young people are vulnerable to exposure to, or involvement with, groups or individuals who advocate violence as a means to a political or ideological end. Examples of

extremist causes that have used violence to achieve their ends include animal rights, the far right, internal terrorist and international terrorist organisations.

It is important to be aware of the fact that most individuals, even those who hold radical views, do not become involved in extremism. Numerous factors can contribute to and influence the range of behaviours that are defined as extremism. It is important to consider these factors in order to develop an understanding of the issue. It is also necessary to understand those factors that build resilience and protect individuals from engaging in violent extremist activity.

Safeguarding Children

Safeguarding children and young people from radicalisation is as mentioned earlier, no different from safeguarding them from other forms of harm. Indicators for vulnerability to radicalisation are the same as those for other areas of vulnerability:

- Family tensions
- Sense of isolation
- Migration
- Distance from cultural heritage
- Experience of racism or discrimination
- Feeling of failure etc.

Those in the process of being radicalised may become involved with a new group of friends, search for answers to questions about identity, faith and belonging, possess extremist literature or advocate violence actions, change their behaviour and language, and seek to recruit others to an extremist ideology. It is important to note that children and young people experiencing these situations or displaying these behaviours are not necessarily showing signs of being

radicalised, as of

course there could be many other reasons for the behaviour including those you are already familiar with e.g. alcohol or drug abuse, family break down, domestic abuse, bullying etc or even something more minor.

It is important to be cautious in assessing these factors to avoid inappropriately labelling or stigmatising individuals because they possess a characteristic or fit a specific profile. It is vital that all professionals who have contact with vulnerable individuals are able to recognise those vulnerabilities and help to increase safe choices.

Child/Carer Vulnerability

- Identity crisis - distance from cultural/ religious heritage and uncomfortable with their place in the society around them
- Personal crisis – family tensions; sense of isolation; adolescence; low self-esteem; disassociating from existing friendship group and becoming involved with a new and different group of friends; searching for answers to questions about identity, faith and belonging
- Personal circumstances – migration; local community tensions; events affecting country or region of origin; alienation from UK values; having a sense of grievance that is triggered by personal experience of racism or discrimination or aspects of Government policy
- Unfulfilled aspirations – perceptions of injustice; feeling of failure; rejection of civic life
- Criminality – experiences of imprisonment; poor resettlement/ reintegration; previous involvement with criminal groups; access to extremism/extremist influences
- Is there reason to believe that the child/young person associates with those known to be involved in extremism, either because they associate directly with known individuals or because they frequent key locations where these individuals are known to operate? (e.g. the child/young person is the partner, spouse, friend or family member of someone believed to be linked with extremist activity)
- Does the child/young person frequent, or is there evidence to suggest that they are accessing the internet for the purpose of extremist activity? (e.g. use of closed network groups, access to or distribution of extremist material, contact with associates covertly via Skype/email etc)
- Is there reason to believe that the child/young person has been or is likely to be involved with extremist/military training camps/locations?
- Is the child/young person known to have possessed or is actively seeking to possess and/ or distribute extremist literature/other media material likely to incite racial/ religious hatred or acts of violence?

- Does the child/young person sympathise with, or support illegal/illicit groups e.g. propaganda distribution, fundraising and attendance at meetings?
- Does the child/young person support groups with links to extremist activity but not illegal/illicit e.g. propaganda distribution, fundraising and attendance at meetings?

Experiences, Behaviours and Influences

- Has the child/young person encountered peer, social, family or faith group rejection?
- Is there evidence of extremist ideological, political or religious influence on the child/young person from within or outside UK?
- Have international events in areas of conflict and civil unrest had a personal impact on the child/young person resulting in a noticeable change in behaviour?
- It is important to recognise that many people may be emotionally affected by the plight of what is happening in areas of conflict (i.e. images of children dying) it is important to differentiate them from those that sympathise with or support extremist activity
- Has there been a significant shift in the child/young person's behaviour or outward appearance that suggests a new social/political or religious influence?
- Has the child/ young person come into conflict with family over religious beliefs/lifestyle/dress choices?
- Does the child/young person vocally support terrorist attacks, either verbally or in their written work
- Has the child/young person witnessed or been the perpetrator/victim of racial or religious hate crime or sectarianism?

Travel

- Is there a pattern of regular or extended travel within the UK, with other evidence to suggest this is for purposes of extremist training or activity?
- Has the child/young person travelled for extended periods of time to international locations known to be associated with extremism?
- Has the child/young person employed any methods to disguise their true identity? Has the child/young person used documents or cover to support this?

Social Factors

- Does the child/young person have experience of poverty, disadvantage, discrimination or social exclusion?
- Does the child/young person experience a lack of meaningful employment appropriate to their skills?
- Does the child/young person display a lack of affinity or understanding for others, or social isolation from peer groups?
- Does the child/young person demonstrate identity conflict and confusion normally associated with youth development?
- Does the child/young person have any learning difficulties/mental health support needs?
- Does the child/young person demonstrate a simplistic or flawed understanding of religion or politics?
- Does the child/young person have a history of crime, including episodes in prison?
- Is the child/young person a foreign national, refugee or awaiting a decision on their immigration/ national status?
- Does the child/young person have insecure, conflicted or absent family relationships?
- Has the child/young person experienced any trauma in their lives, particularly any trauma associated with war or sectarian conflict?
- Is there evidence that a significant adult or other in the child/young person's life has extremist view or sympathies?

More Critical Risk Factors Could Include:

- Being in contact with extremist recruiters
- Articulating support for extremist causes or leaders
- Accessing extremist websites, especially those with a social networking element
- Using extremist narratives and a global ideology to explain personal disadvantage
- Justifying the use of violence to solve societal issues
- Joining extremist organisations that use extremist literature
- Significant changes to appearance and/or behavior.