



THE CHERWELL SCHOOL
OPPORTUNITY, RESPONSIBILITY, EXCELLENCE

Anti-Radicalisation Policy

Person responsible for policy: Deputy Headteacher

Revised: November 2020

Review Date: November 2022

Governor Committee: SIC

THE CHERWELL SCHOOL ANTI-RADICALISATION POLICY

POLICY STATEMENT

This Anti-radicalisation policy sets out our beliefs, strategies and procedures to protect vulnerable individuals from being radicalised or exposed to extremism. We have referred closely to the Governments PREVENT strategy and Channel guidance in order to write this policy.

The PREVENT strategy can be found here:

<https://www.gov.uk/government/publications/prevent-duty-guidance/revised-prevent-duty-guidance-for-england-and-wales>

AIMS AND PRINCIPLES

This anti-radicalisation policy 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.

The objectives are that:

- All school staff and governors will have an understanding of what radicalisation is and why we need to be vigilant in school.
- Through regular safeguarding training and briefings, all school staff, and governors will know what the school policy is on anti-radicalisation and will know what to do should issues arise.
- Through assemblies and tutorials students will know what radicalisation is and how to keep themselves safe from being exploited.
- All parents 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. These policies will be available on our website and as hard copies on request. Our work in this area will be reported to parents and carers through newsletters and information evenings throughout the year.

The Cherwell School is fully committed to safeguarding and promoting the welfare of all its students. We recognise that safeguarding against radicalisation is no different from safeguarding against any other form of exploitation and that the most effective way to protect young people is to promote our shared aims and values and to establish a culture where students feel safe and supported and where diversity is celebrated.

Fundamental British values

In November 2014 the Government published advice that schools should actively promote Fundamental British Values defined as **democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs**. At Cherwell we promote these values in a variety of ways. As a school we aim to model these values in all that we do. Our school ethos of **Opportunity, Responsibility and Excellence** is used to help all members of our community recognise not only what school can offer them but also the role they play both individually and collectively. Our culture is very much one of mutual respect with an emphasis on tolerance. We pride ourselves in how we work to integrate our student's together while at the same time respecting our differences.

We also believe that students who are fully integrated into school life and who have high aspirations are much less likely to be exploited and therefore we strive to equip our students with confidence, self-belief, respect and tolerance as well as setting high standards and expectations for themselves.

Our curriculum promotes respect, tolerance and diversity. Students are encouraged to share their views and recognise that they are entitled to have their own different beliefs

Our School Aims, Skills for Life, SMSC policy and PSHE provision are embedded across the curriculum and directs our assemblies and underpins the ethos of the school. It is recognised that students with low aspirations are more vulnerable to all forms of extremism

Students 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 seek adult help if they are upset or concerned about anything they read or see on the internet.

If you are concerned that a student may be at risk of radicalisation or exploitation please follow our safeguarding procedures and contact the designated teacher for safeguarding immediately. The designated teachers at The Cherwell School are Barb Timms, Kim Young, Chris Price, Martha Hawes and Jermaine Jarvis

DEFINITIONS (Taken from the Governments Prevent Strategy)

Radicalisation

"The process by which a person comes to support terrorism and forms of extremism leading to terrorism. During that process it is possible to intervene to prevent vulnerable people being drawn into terrorist-related activity."

Extremism

"Vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs. "

STAFF TRAINING

Through our annual Safeguarding training and through training sessions for Pastoral Leaders, 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 and are aware of how we can provide support as a school to ensure that our students are resilient and able to resist involvement in radical or extreme activities.

We will also 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 students are safe from harm.

Why do young people become radicalised?

It is important to note that most people who hold radical views that do not reflect British values, do not become involved in extremism and many young people can be exposed to extremist views without becoming radicalised. However, some children and young people may be more vulnerable to radicalisation due to personal circumstances such as:

- Feelings of loss, bereavement, social isolation and confusion over identity
- Experience of discrimination, inequality or harassment leading to a sense of grievance
- Family breakdown or community tensions
- Having family members or friends who are already radicalised.

Reasons why children and young people may be attracted to the extremist narrative and may become radicalised include the following:

- They are trying to make sense of world events
- They feel that their culture or religion is under threat
- It makes them feel a sense of identity or belonging or being part of something
 - They are looking for adventure or excitement; young people who exhibit risk taking behaviour may be attracted to the sense of danger
- They have a personal grievance or experience of racism or discrimination and feel they want to change things.
- They are under pressure from their peers who have links with these groups.

How are young people radicalised?

The pathway to radicalisation can be described in the following steps:

- A young person who is vulnerable to radicalisation due to personal circumstances has contact with an individual holding extremist views and who is encouraging the young person to share these views.
- Radicalisation based on a particular extremist ideology that appears credible to the young person
- An absence of protective factors that can positively influence the young person and stop the radicalisation process.

Exposure to extremist ideas may be through the influence of family members or friends, direct contact with extremist groups and organisations or, increasingly, through the internet. Young people may come into contact with adults and peers with extremist views both on-line and in everyday life and the radicaliser may be a friend or relative or may be a stranger they meet on-line.

Contact on-line may be through social media such as Facebook, Twitter or YouTube but young people may be invited to join discussions on less well-known sites such as Kik, Whisper, Messenger, Yik Yak or Omegle. Extremists often use these sites because they are harder to monitor and they can hide their identity.

Extremists often manipulate and “groom” young people by using emotional triggers to engage with them, often targeting them when they are experiencing difficulties such as bereavement, emotional trauma, mental health issues or social isolation.

Spotting possible signs of radicalisation

Radicalisation can be really difficult to spot. Individually the following signs may not show evidence of radicalisation but in combination may mean the young person is subject to radicalising or extremist influences:

Signs that may indicate a child is being radicalised include:

- Isolating themselves from family and friends
- Talking as if from a scripted speech
- Unwillingness or inability to discuss their views
- A sudden disrespectful attitude towards others
- Increased levels of anger
- Increased secretiveness, especially around internet use.
- Out of character changes in dress, behaviour and beliefs
- Changes in their friendship group or associating with people who hold extremist beliefs
- Losing interest in previous activities
- Changes in use of social media with increased secrecy
- Owning several mobile phones or devices
- Showing sympathy for extremist causes
- Advocating extremist messages
- Glorifying violence
- Accessing extremist literature and imagery.

Children who are at risk of radicalisation may have low self-esteem, or be victims of bullying or discrimination. Extremists might target them and tell them they can be part of something special, later brainwashing them into cutting themselves off from their friends and family.

However, these signs don't necessarily mean a child is being radicalised – it may be normal teenage behaviour or a sign that something else is wrong.

The member of our Extended safeguarding team focusing on anti- radicalisation is Ms Ghaffar.

POLICY REVIEW

The Anti-radicalisation policy will be reviewed bi-annually and as part of the overall Safeguarding policy review.

LINKS TO OTHER POLICIES

This anti-radicalisation policy links to the following school policies:

- Safeguarding Policy
- Equality Policy
- Behaviour Policy
- SMSC Policy statement

Appendix 1

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 behaviour which concerns us:

- All incidents will be reported directly to the Designated Person for Safeguarding or in their absence any other member of the Safeguarding Team or Senior Leadership Team.
- All incidents will be fully investigated and logged as a Safeguarding concern.

Depending on the circumstances, parents will usually be contacted 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 conversation is kept alongside the initial referral on the child's Safeguarding log. There may be a reason why it is not in the child's best interests for the parents to be contacted (see Safeguarding policy), and if this is the case, then the Safeguarding Designate will contact MASH (Multi Agency Safeguarding Hub) and our School Police Officer for further advice and possibly a referral to PREVENT.

The Safeguarding Designate will follow up any internal 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 Oxfordshire Safeguarding Children Board (OSCB).

In the event of a referral relating to serious concerns about potential radicalisation or extremism, the school will contact Thames Valley Police PREVENT team and MASH.

Additional materials

1. Prevent strategy, GOV.UK – Home Office (Adobe pdf file)
https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/97976/prevent-strategy-review.pdf
2. Learning Together to be Safe: a Toolkit to Help Schools Contribute to the Prevention of Violent Extremism was published in 2008 by the Department for Children, Schools and Families (DCSF), a predecessor of the Department for Education.
3. **[PDF]**[Channel Duty Guidance - Gov.uk](https://www.gov.uk/...data/.../Channel_Duty_Guidance_April_2015.pdf)
[https://www.gov.uk/...data/.../Channel Duty Guidance April 2015.pdf](https://www.gov.uk/...data/.../Channel_Duty_Guidance_April_2015.pdf)



Radicalisation checklist

Student Name and DOB	Date checklist completed
Name of person completing checklist	

Indicators	No evidence	sometimes	often
Isolating themselves from family and friends			
Talking as if from a scripted speech			
Unwillingness or inability to discuss their views			
A sudden disrespectful attitude towards others			
Increased levels of anger			
Increased secretiveness, especially around internet use.			
Out of character changes in dress, behaviour and beliefs			
Changes in their friendship group or associating with people who hold extremist beliefs			
Losing interest in previous activities			
Changes in use of social media with increased secrecy			
Owning several mobile phones or devices			
Showing sympathy for extremist causes			
Advocating extremist messages			
Glorifying violence			
Accessing extremist literature and imagery.			



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