The Eaglewood School

"Raising Aspiration and Changing Lives"

Anti-Radicalisation Policy

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Persons/Committees consulted whilst document in draft:	Headteacher and Governing Body
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Responsibility for dissemination to new staff:	Line Managers
Headteacher Target Audience:	All Staff; All Students; Parents/Carers; Commissioning Schools; Local Authorities

Policy Review

This policy will be reviewed biennially.

Policy Aims

The Eaglewood School is bound by the Gryphon Multi Academy Trust, trust wide policy on anti-radicalisation.

The Gryphon Multi Academy Trust, which includes The Eaglewood School is fully committed to safeguarding and promoting the welfare of all of its students, in all of its academies.

The Trust's emphasis on the importance of relationships has resulted in structures and procedures that enable every student to be known well. Consequently, this forms the first barrier to any form of radicalisation.

The Trust is not, however, complacent and recognises that safeguarding against radicalisation is no different from safeguarding against any other vulnerability.

This Anti-radicalisation policy sets out our beliefs, strategies and procedures to protect vulnerable individuals from being radicalised or exposed to extremism, by identifying who they are and providing them with appropriate support.

Linked Policies

This Gryphon Multi Academy Trust policy adapted and adopted for use at The Eaglewood School links to the following The Eaglewood School policies:

- Attendance Policy.
- Child Protection Policy.
- Safeguarding Policy.
- Recognition, Relationship and Behaviour Policy.
- Equal Opportunities Policy (Learner).

Aims and Objectives

This policy provides 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 identify how the school's curriculum and ethos underpins our actions.

The objectives of the Anti-Radicalisation policy are that:

- All governors, teachers, support staff and other stakeholders will have an understanding of what radicalisation is and why we need to be vigilant in The Eaglewood School.

- All governors, teachers, support staff and other stakeholders will know what the Trust's policy is on anti-radicalisation and will follow the policy when issues arise.

- All governors, parents, prospective parents, and governors of students will know that the Trust has policies in place to keep students safe from harm and that the Trust regularly reviews its systems across its academies to ensure they are appropriate and effective.

The main objectives of this policy are:

- to ensure that The Eaglewood Staff is fully aware of the need for vigilance about radicalisation;

- that they overcome professional disbelief that such issues will not happen here and ensure that The Eaglewood School works alongside other professional bodies and agencies to ensure that our students are safe from harm.

Definitions and Indicators

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 is defined**: *as the holding of extreme political or religious views*.**

There are a number of behaviours which may indicate a child is at risk of being radicalised or exposed to extreme views. These include:

- Changes in attendance patterns;

- Researching electronic media associated with radicalisation;

- 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 suggests identification with a group, cause or ideology;

- Using insulting 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.

Procedures for Referrals

It is important for teachers to be constantly vigilant and remain fully informed about the issues which affect the area in which they teach, and which originate in the area with which our students are presently or historically linked.

Staff are reminded to suspend any 'professional disbelief' that instances of radicalisation 'could not happen here' and to refer any concerns through the appropriate channels. (See Appendix 1 – Dealing with Referrals)

Early intervention is vital to protect people who are vulnerable. All Staff must be aware of the established processes for front line professionals to refer concerns about individuals and groups.

All Staff are expected to be confident to challenge and to intervene, and contribute to ensuring that The Gryphon Trust and The Eaglewood School in particular have strong safeguarding practices.

At The Eaglewood School, The Headteacher will deal swiftly with any referrals made by staff or with concerns reported by staff.

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 (see Appendix 1 – Dealing with Referrals).

The Role of the Curriculum

The Eaglewood School 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 which should not be used adversely to influence others.

The Eaglewood School Spiritual, Moral and Social Cultural (SMSC) and PSHE provision is largely embedded across the curriculum, informs our assemblies and underpins the ethos of The Eaglewood School.

It is recognised that students with low aspirations are more vulnerable to radicalisation 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.

ICT Systems – E-Safety

The Eaglewood School utilises a Firewall and this includes a list of words that may indicate potential interest in becoming radicalised. These words are reviewed and updated on a regular basis.

Students are regularly taught about how to stay safe when using electronic media 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.

Staff Training

Through INSET opportunities in school and via Prevent and Safeguarding training, The Eaglewood School will ensure that **ALL 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;

- are aware of how we can provide support as a school to ensure that our students are resilient;

- are able to resist involvement in radical or extreme activities.

APPENDIX 1 – Dealing with Referrals

Factors that a child is vulnerable to being radicalised or exposed to extreme views include:

- 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:

All incidents of prejudicial behaviour will be reported directly to The Head Teacher or in his/her absence The Deputy Headteacher.

All incidents will be fully investigated and recorded as a Child Protection Concern. Appropriate agencies will be utilised as a part of this process, including appropriate Local Authority Officers and the School's Police Liaison Officer. A referral will be made to MASH (Multi-Agency Safeguarding Hub).

A review of further procedures will be conducted in the event of the response being deemed insufficient.

Parents/Carers will 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 discussion is to be kept alongside the initial referral.

The Headteacher will 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.

In the event of a referral relating to serious concerns about potential radicalisation or extremism, the school will contact local Police, in co-ordination with other appropriate agencies.

Additional materials

Prevent strategy, GOV.UK – Home Office (Adobe pdf file)
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/97976/prevent-strategy-review.pdf

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
https://dera.ioe.ac.uk/id/eprint/8396/1/DCSF-Learning%20Together_bkmk.pdf