Tackling Extremism and Radicalisation Policy

How this policy fits in with other policies:

E safety policy

Safeguarding & Child Protection policy

Adab & Behaviour policy

Acceptable Use policy

Visiting speakers' policy
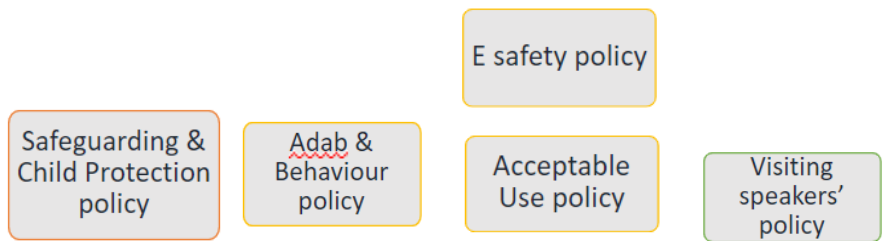
Log of updates

09/2015	Adopted
09/2018	Reviewed
09/2021	Amended

Introduction

There is no place for extremism and terrorism in Islam and here in LNS our curriculum and ethos is intended to make that evident. As people are committing violent and barbarous acts in the name of Islam, we feel it is our duty to educate our students about how terrorists go about grooming young, venerable people into terrorism and to inoculate them being swayed by extremist opinions and agendas. We will provide children with the knowledge, skills and critical thinking to challenge extremist ideas.

Terrorism or *hirabah* is forbidden in Islamic law, that is any illicit use of fear and coercion in public spaces for money or power. The principle of forbidding the spreading of terror in the land is based on the Qur'an (Surah al-Ma'ida 5:33–34). Prominent legal scholar Prof. Sherman Jackson writes, "The Spanish Maliki jurist Ibn `Abd al-Barr (d. 464/ 1070)) defines the agent of hiraba as 'Anyone who disturbs free passage in the streets and renders them unsafe to travel, striving to spread corruption in the land by taking money, killing people or violating what God has made it unlawful to violate is guilty of hirabah…"

The duty to prevent children and young people being radicalised is set out in the following documents:

▪ Counter Terrorism & Security Act (2015, as amended)

▪ Keeping Children Safe in Education (September 2021)

▪ Working Together to Safeguard Children (2018)

▪ Prevent Duty Guidance: for England and Wales (March 2015) Revised July 2015 and (as amended)

▪ The Prevent Duty: Departmental advice for schools and childminders (June 2015, as amended)
▪ The Use of Social Media for on-line radicalisation (July 2015, as amended)

The government definition of extremism in its 'Prevent Strategy' is:

'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; and/or calls for the death of members of our armed forces, whether in this country or overseas.'

At LNS we have a rigorous Islamic Studies curriculum to ensure children are not brainwashed into believing what the extremists preach. We actively promote FBV, which in truth are completely in line with Islamic principles of respect, tolerance, freedom of religion and so forth.

For a more detailed exposition of how FBV are equally valourised in Islam (See Appendix 1).

We do recognise that exposure to extremist materials and influences can take place at home, (and often without parents being aware) so we must build strong ties with parents and maintain open channels of communication. Parents are also made aware about e-safety and monitoring what their children are viewing online.

Recognising Extremism

Early indicators of radicalisation or extremism may include:

• showing sympathy for extremist causes

• glorifying violence, especially to other faiths or cultures

• making remarks or comments about being at extremist events or rallies outside school

• evidence of possessing illegal or extremist literature

• advocating messages similar to illegal organisations or other extremist groups

• out of character changes in dress, behaviour and peer relationships (there are also very powerful narratives, programmes and networks that young people can come across online so involvement with particular groups may not be apparent)

• secretive behaviour

• online searches or sharing extremist messages or social profiles

• intolerance of difference, including faith, culture, gender, race or sexuality

• graffiti, art work or writing that displays extremist themes

• attempts to impose extremist views or practices on others

• verbalising anti-Western or anti-British views

• advocating violence towards others

Indicators that an individual is engaged in an extremist group, ideology or cause, include:
• Spending increasing time in the company of other suspected extremists
• Changing their style of dress or personal appearance in accord with the group
• Loss of interest in other friends and activities not associated with the extremist ideology, group or cause
• Possession of material or symbols associated with an extremist cause

If you have a concern about a child or group of children vocalising potentially extremist views, record your observations/incident and inform the DSL.

Teaching Approaches

We place high priority on spiritual, moral, social and cultural development, which we achieve through our quality delivery of:

- Islamic Studies
- Collective worship
- RE
- Tutorials
- School assemblies

which all instil in our children a positive and strong self-identity.

We also adhere to the main methods outlined in the governmental guidance 'Teaching Approaches that help build resilience to extremism among young people.' (DfE 2011):

- We make good connections with our children through good teaching design and a child-centred approach
- We facilitate a safe place for discussion and dialogue
- We equip our children with the skills, knowledge and understanding and awareness to develop resilience.

We promote the values of democracy through our School Council, Prefects, Politics Week, visits to Parliament, and ample opportunities to vote on decisions regarding our school.

We value the rule of law and individual liberty, mutual respect and tolerance to those of other faiths, backgrounds and beliefs. We teach all our children to respect each other and tolerate differences.

Roles and Responsibilities

Role of the Governing Body

It is the role of the Governing Body to;

▪ ensure that the school meets its statutory duties with regard to preventing radicalisation.

▪ ensure that this policy is understood and effectively implemented by staff throughout the school;

▪ ensure that the DSL undergoes appropriate Prevent duty training which is refreshed at least every three years; and

▪ ensure that the school's Prevent policies and procedures and general safeguarding arrangements take into account the policies and procedures of Hillingdon LA

Role of the Headteacher

It is the role of the Headteacher to:

▪ ensure that the school and its staff respond to preventing radicalisation on a day-today basis

▪ ensure that the school's curriculum addresses the issues involved in radicalisation

▪ ensure that staff conduct is consistent with preventing radicalisation

Role of Designated Safeguarding Lead

It is the role of the designated safeguarding lead to:

▪ ensure that staff understand the issues of radicalisation, that they are able to recognise the signs of vulnerability or radicalisation and know how to refer their concerns

▪ receive safeguarding concerns about pupils who may be vulnerable to the risk of radicalisation or are showing signs of radicalisation

▪ make referrals to appropriate agencies with regard to concerns about radicalisation

▪ liaise with partners, including the local authority and the police

▪ report to the Local Governing Body on these matters

Role of staff

It is the role of staff to:

▪ understand the issues of radicalisation, that they are able to recognise the signs of vulnerability or radicalisation and know how to refer their concerns.

Internet Safety

The internet provides young people with access to a wide-range of content, some of which is harmful. Extremists use the internet, including social media, to share their messages. The

filtering systems used at our school blocks inappropriate content, including extremist content. Where staff, pupils or visitors find unblocked extremist content they must report it to a senior member of staff. Pupils and staff know how to report internet content that is inappropriate or of concern.

Staff Training

Staff will be given training to help them understand the issues of radicalisation, so that they are able to recognise the signs of vulnerability or radicalisation and know how to refer their concerns. This information also forms part of annual safeguarding training.

Safer Recruitment

We ensure that the staff we appoint to the school are suitable, our recruitment procedures are rigorous and we follow the statutory guidance published in part 3 of Keeping Children Safe in Education 2021. Vetting and barring checks are undertaken on relevant people, including the Governing Body and volunteers.

Visitors

Visitors to the school are made aware of our safeguarding and child protection policies on arrival at the school and are given information about what to do if they are concerned about any aspect of child welfare. We undertake due diligence to ensure that visiting speakers are appropriate. See Visiting Speaker policy. Speakers will be supervised at all times and will not be allowed to speak to pupils without a member of staff being present. Staff must not invite speakers into school without first obtaining permission from the Headteacher.

Referral Process

Staff and visitors to the school must refer all concerns about pupils who show signs of vulnerability or radicalisation to the Designated Safeguarding Lead using the usual methods for reporting other safeguarding concerns. When there are significant concerns about a pupil, the Designated Safeguarding Lead in liaison with the Headteacher will make a referral to the appropriate body. Form for referral See Appendix 2.

Appendix 1

Suggested further reading

The Place of Tolerance in Islam Paperback – 22 Aug 2003

by Khaled Abou El Fadl (Author)

Freedom of Expression in Islam (Fundamental Rights and Liberties in Islam Series) Paperback – 31 Aug 1997

by Mohammad Hashim Kamali (Author)

Defending the Transgressed by Censuring the Reckless Against the Killing of Civilians Paperback – 1 Sep 2005

by Muhammad Afifi al-Akiti (Author)

Citizenship and Accountability of Government: An Islamic Perspective (Fundamental Rights and Liberties in Islam Series) Paperback – 1 Jun 2011

by M. H. Kamali (Author)

APPENDIX 2

INDIVIDUAL'S BIOGRAPHICAL & CONTACT DETAILS

Forename(s):	First Name(s)
Surname:	Last Name
Date of Birth (DD/MM/YYYY):	D.O.B.
Approx. Age (if DoB unknown):	Please Enter
Gender:	Please Describe
Known Address(es):	Identify which address is the Individual's current residence
Nationality / Citizenship:	Stated nationality / citizenship documentation (if any)
Immigration / Asylum Status:	Immigration status? Refugee status? Asylum claimant? Please describe.
Primary Language:	Does the Individual speak / understand English? What is the Individual's first language?
Contact Number(s):	Telephone Number(s)
Email Address(es):	Email Address(es)
Any Other Family Details:	Family makeup? Who lives with the Individual? Anything relevant.

DESCRIBE CONCERNS	**In as much detail as possible, please describe the specific concern(s) relevant to Prevent.**

Please Describe

FOR EXAMPLE:

- How / why did the Individual come to your organisation's notice in this instance?
- Does it involve a specific event? What happened? Is it a combination of factors? Describe them.
- Has the Individual discussed personal travel plans to a warzone or countries with similar concerns? Where? When? How?
- Does the Individual have contact with groups or individuals that cause you concern? Who? Why are they concerning? How frequent is this contact?
- Is there something about the Individual's mobile phone, internet or social media use that is worrying to you? What exactly? How do you have access to this information?
- Has the Individual expressed a desire to cause physical harm, or threatened anyone with violence? Who? When? Can you remember what was said / expressed exactly?
- Has the Individual shown a concerning interest in hate crimes, or extremists, or terrorism? Consider *any* extremist ideology, group or cause, as well as support for "school-shooters" or public-massacres, or murders of public figures.
- Please describe any other concerns you may have that are not mentioned here.

COMPLEX NEEDS	**Is there anything in the Individual's life that you think might be affecting their wellbeing or that might be making them vulnerable in any sense?**

Please Describe

PERSON WHO FIRST IDENTIFIED THE CONCERNS

Do they wish to remain anonymous?	Yes / No
Forename:	Referrers First Name(s)
Surname:	Referrers Last Name
Professional Role & Organisation:	Referrers Role / Organisation
Relationship to Individual:	Referrers Relationship To The Individual
Contact Telephone Number:	Referrers Telephone Number
Email Address:	Referrers Email Address

PERSON MAKING THIS REFERRAL (if different from above)

Forename:	Contact First Name(s)
Surname:	Contact Last Name
Professional Role & Organisation:	Contact Role & Organisation
Relationship to Individual:	Contact Relationship to the Individual
Contact Telephone Number:	Contact Telephone Number
Email Address:	Contact Email Address

RELEVANT DATES

Date the concern first came to light:	When were the concerns first identified?
Date referral made to Prevent:	Date this form was completed & sent off?

FOR EXAMPLE:

- Victim of crime, abuse or bullying.
- Work, financial or housing problems.
- Citizenship, asylum or immigration issues.
- Personal problems, emotional difficulties, relationship problems, family issues, ongoing court proceedings.
- On probation; any erratic, violent, self-destructive or risky behaviours, or alcohol / drug misuse or dependency.
- Expressed feelings of injustice or grievance involving any racial, religious or political issue, or even conspiracy theories.
- Educational issues, developmental or behavioural difficulties, mental ill health (see **Safeguarding Considerations** below).
- Please describe any other need or potential vulnerability you think may be present but which is not mentioned here.

OTHER INFORMATION | **Please provide any further information you think may be relevant**, e.g. social media details, military service number, other agencies or professionals working with the Individual, etc..

Please Describe

REFERRER'S ORGANISATIONAL PREVENT CONTACT (if different from above)

Forename:	Referrers First Name(s)
Surname:	Referrers Last Name
Professional Role & Organisation:	Referrers Role / Organisation
Relationship to Individual:	Referrers Relationship To The Individual
Contact Telephone Number:	Referrers Telephone Number
Email Address:	Referrers Email Address

SAFEGUARDING CONSIDERATIONS

Does the Individual have any stated or diagnosed disabilities, disorders or mental health issues?	Yes / No

Please describe, stating whether the concern has been diagnosed.

Have you discussed this Individual with your organisations Safeguarding / Prevent lead?	Yes / No
What was the result of the discussion?	
Have you informed the Individual that you are making this referral?	Yes / No
What was the response?	
Have you taken any direct action with the Individual since receiving this information?	Yes / No
What was the action & the result?	
Have you discussed your concerns around the Individual with any other agencies?	Yes / No
What was the result of the discussion?	

INDIVIDUAL'S EMPLOYMENT / EDUCATION DETAILS

Current Occupation & Employer:	Current Occupation(s) & Employer(s)
Previous Occupation(s) & Employer(s):	Previous Occupation(s) & Employer(s)
Current School / College / University:	Current Educational Establishment(s)
Previous School / College / University:	Previous Educational Establishment(s)

THANK YOU

Thank you for taking the time to make this referral. Information you provide is valuable and will always be assessed.

If there is no Prevent concern but other safeguarding issues are present, this information will be sent to the relevant team or agency to provide the correct support for the individual(s) concerned.