

HANWELL FIELDS COMMUNITY SCHOOL

ANTI-RADICALISATION POLICY

Signed by Governor:.....

Review Date: July 2023

1. POLICY STATEMENT

Hanwell Fields Community School is fully committed to safeguarding and promoting the welfare of all its pupils. As a school we recognise that safeguarding against radicalisation is no different to safeguarding against any other vulnerability. The 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 support.

2. LINKS TO OTHER POLICIES

The Hanwell Fields Community Primary School Anti-radicalisation policy links to the policies:

- Child Protection and Safeguarding
- Equality objectives
- Anti-bullying policy
- Behaviour and Discipline policy

The following national guidelines should also be read when working with this policy;

- PREVENT Strategy HM Government
- Keeping Children Safe in Education DfE 2021
- Working Together to Safeguard Children - HM Government 2018

3. AIMS AND PRINCIPLES

3.1 The Hanwell Fields Community School 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.

3.2 The objectives are that:

- All governors, teachers, teaching assistants and non-teaching staff will have an understanding of what radicalisation is and why we need to be vigilant in school.
- All governors, teachers, teaching assistants and non-teaching staff will know what the school policy is on anti-radicalisation and will follow the policy when issues arise.
- All parents and pupils 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.
- The main aims of this policy are to 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 pupils are safe from harm.

- 3.2 As part of our safeguarding ethos we encourage pupils to respect the fundamental British values of democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs. We ensure that partisan political views are not promoted in the teaching of any subject in the school and where political issues are brought to the attention of the pupils, reasonably practicable steps have been taken to offer a balanced presentation of opposing views to pupils.
- 3.3 At our school we are committed to contributing to community cohesion and reducing the likelihood that our children may become radicalised. To support this process the staff in our school report any concerns they have about our children in this respect to the Designated Safeguarding Lead (DSL). The DSL will then make a referral into the Children's Services Contact Centre for further advice and support. We also use the PREVENT strategy if necessary.
- 3.4 Hanwell Fields Community School values freedom of speech and the expression of beliefs / ideology as fundamental rights underpinning our society's values. Both pupils and teachers have the right to speak freely and voice their opinions. However, freedom comes with responsibility and free speech that is designed to manipulate the vulnerable or that leads to violence and harm of others goes against the moral principles in which freedom of speech is valued. Free speech is not an unqualified privilege; it is subject to laws and policies governing equality, human rights, community safety and community cohesion.
- 3.5 The current threat from terrorism in the United Kingdom may include the exploitation of vulnerable people, to involve them in terrorism or in activity in support of terrorism. The normalisation of extreme views may also make children and young people vulnerable to future manipulation and exploitation. Hanwell Fields Community School is clear that this exploitation and radicalisation should be viewed as a safeguarding concern.
- 3.6 Hanwell Fields Community School seeks to protect children and young people against the messages of all violent extremism including, but not restricted to, those linked to Islamist ideology, or to Far Right / Neo Nazi / White Supremacist ideology, Irish Nationalist and Loyalist paramilitary groups, and extremist Animal Rights movements.
- 3.7 The school governors, the Head Teacher and the Designated Safeguarding Lead (DSL) will assess the level of risk within the school and put actions in place to reduce that risk. Risk assessment may include, the use of school premises by external agencies, anti-bullying policy and other issues specific to the school's profile, community and philosophy.
- 3.8 This will be reviewed as part of the annual "Audit of Statutory Duties and Associated Responsibilities" that is monitored by the Academy Trust (United Learning) and the Oxfordshire Safeguarding Children Board.
- 3.9 When any member of staff has concerns that a pupil may be at risk of radicalisation or involvement in terrorism, they should speak with the Headteacher and/ or to the DSL. They should then follow normal safeguarding procedures. If the matter is urgent then Thames Valley Police must be contacted by dialling 999. In non-urgent cases where police advice is sought then dial 101.

The Department of Education has also set up a dedicated telephone helpline for staff and governors to raise concerns around Prevent (020 7340 7264) or email on counter.extremism@education.gov.uk. Numerous factors can contribute to and influence the range of behaviours that are defined as violent extremism, but most young people do not become involved in extremist action. For this reason the appropriate interventions in any particular case may not have any specific connection to the threat of radicalisation, for example they may address mental health, relationship or drug/alcohol issues.

4.0 Prevention

We recognise that the school plays a significant part in the prevention of harm to our children by



providing children with good lines of communication with trusted adults, supportive friends and an ethos of protection.

The school community will therefore:

- Work to establish and maintain an ethos where children feel secure and are encouraged to talk and are always listened to.
- Include regular consultation with children e.g. through safety questionnaires, participation in anti-bullying week, asking children to report whether they have had happy/sad lunchtimes/playtimes
- Ensure that all children know there is an adult in the school whom they can approach if they are worried or in difficulty.
- Include safeguarding across the curriculum, including PSHE, opportunities which equip children with the skills they need to stay safe from harm and to know to whom they should turn for help. In particular this will include anti-bullying work, e-safety, road safety, pedestrian and cycle training. Also focused work in Year 6 to prepare for transition to Secondary school and more personal safety/independent travel.
- Ensure all staff are aware of school guidance for their use of mobile technology and have discussed safeguarding issues around the use of mobile technologies and their associated risks.

(See also Appendix 1 - Prevent Strategy)

5. DEFINITIONS AND INDICATORS

5.1 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.

5.2 Extremism is defined as the holding of extreme political or religious views.

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

- Spending increasing time in the company of other suspected extremists
- Changing their style of dress or personal appearance to accord with the group
- Their 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 to 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.

(See also Appendix 2 - Indicators of Vulnerability to Radicalisation)

6. PROCEDURES FOR REFERRALS

6.1 Although serious incidents involving radicalisation have not occurred at Hanwell Fields



Community Primary Schools to date, it is important for us to be constantly vigilant and remain fully informed about the issues which affect the community in which we teach. 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)

6.2 We believe that it is possible to intervene to protect people who are vulnerable. Early intervention is vital and staff must be aware of the established processes for front line professionals to refer concerns about individuals and groups. We must have the confidence to challenge, the confidence to intervene and ensure that we have strong safeguarding practices.

6.3 The Head Teacher/Senior Leadership Team (SLT) will deal swiftly with any referrals made by staff or with concerns reported by staff, in the same nature as safeguarding.

6.4 The Head Teacher and SLT 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 3 – Dealing with referrals)

6. LEADERS, STAFF AND GOVERNORS

6.1 The Head Teacher and the safeguarding team are the lead managers for referrals relating to radicalisation. In the event of her absence, concerns will be reported to the Designated Safeguarding Lead.

6.2 Staff will be fully briefed about what to do if they are concerned about the possibility of radicalisation relating to a pupil, or if they need to discuss specific children whom they consider to be vulnerable to radicalisation.

6.3 The Head will work in conjunction with SLT, Inclusion Team and external agencies to decide the best course of action to address concerns.

6.4 Prejudicial behaviour can be a factor in radicalisation. With this in mind, Hanwell Fields Community School has updated procedures for dealing with prejudicial behaviour, as outlined in the Behaviour Policy and Appendix 1 of this policy.

7. THE ROLE OF THE CURRICULUM

7.1 Our curriculum promotes respect, tolerance and diversity. Children are encouraged to share their views and recognise that they are entitled to have their own different beliefs which should not be used to influence others

7.2 Our PSHE provision is embedded across the curriculum, most notably in RE, and directs our assemblies and underpins the ethos of the school. It is recognised that children with low aspirations are more vulnerable to radicalisation and therefore we strive to equip our pupils with confidence, self-belief, respect and tolerance as well as setting high standards and expectations for themselves.

7.3 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 are online. They are taught to seek adult help if they are upset or concerned about anything they read or see on the internet.

8. STAFF TRAINING

8.1 Through INSET and training 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 and are aware of how we can provide support as a school to ensure that our children are resilient and able to resist involvement in radical or extreme activities. (See Appendix 4 -Staff training)

8.2 All staff have completed the Home Office Prevent Awareness online training.

9. USE OF PREMISES AND VISITORS

9.1 If any member of staff wishes to invite a visitor in the school, this must be in agreement with the Head Teacher. Children are NEVER left unsupervised with external visitors, regardless of safeguarding check outcomes. (unless they are specific reasons such as counselling, social care interviews)

9.2 Upon arriving at the school, all visitors including contractors, will read the child protection and safeguarding guidance and be made aware of who the DSLs are and how to report any concerns which they may experience.

9.3 If any agreement is made to allow non-school groups or organisations to use the premises, appropriate checks will be made before agreeing the contract. Usage will be monitored and in the event of any behaviour not in-keeping with the Tackling Extremism and Radicalisation Policy, the school will contact the police and terminate the contract.

10. ADDITIONAL MATERIALS

10.1 See Appendix 5 for further reading

11. POLICY REVIEW

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

Appendix 1 - The Prevent Strategy

The Prevent Strategy forms one of four strands of the UK Government's counter-terrorism strategy, known as CONTEST. The UK faces a continuing threat from both international and domestic terrorism. The Prevent Strategy aims to disrupt extremist organisations from operating within our communities.

Violent extremism can emerge from any community and can be inspired by a wide range of causes. Whilst Al-Qaeda inspired Islamist extremism still undoubtedly poses a threat to the UK, Prevent also seeks to combat extremism motivated by the extreme right wing, as well motivated by single issues such as animal rights. Accordingly, Prevent does not stigmatise any community. Similar to strategies in child protection and combating racism, Prevent is driven by a multitude of groups with influence at the local level.

Potential extremist activity can take many forms. The following list provides some possible examples. This list is not exhaustive and is intended for illustrative purposes only.

- Distributing leaflets or displaying posters that carry a violent extremist message.
- Accessing violent extremist forums or websites in internet cafes.
- Extremist groups meeting at community centres.
- Viewing terrorist/violent extremist promotional videos.

Incidents such as these can be reported to Thames Valley Police by calling 101. Extremist activity can also be reported via the Anti-Terrorist Hotline on 0800 789 321. The line is confidential, anonymous and intended for the reporting of non-life threatening activity. To report potentially immediate threats, such as a suspicious vehicle or package, always call 999

For more information please refer to the Prevent Strategy Review published on the Gov.uk website https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/97976/prevent-strategy-review.pdf

Channel Panel -

The Channel process is essentially a safeguarding programme aimed at supporting individuals identified as vulnerable to being drawn into violent extremism or terrorist related activity. As with other safeguarding practices Channel is reliant on a multi-agency response and multi-disciplinary work to minimise and manage the risk to an individual. Channel is voluntary and so the individual must provide consent. It draws on existing collaboration between local authorities, the police, statutory partners and the local community and has three objectives:

- Identify individuals at risk of being drawn into radical extremism
- Assess the nature and extent of the risk
- Develop the most appropriate support for the individuals concerned.

For more information please refer to the Channel Guidance published on the Gov.uk website. [https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/425189/Channel Duty Guidance April 2015.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/425189/Channel_Duty_Guidance_April_2015.pdf)



Appendix 2 - Indicators of Vulnerability to Radicalisation

1. Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism leading to terrorism.

2. Extremism is defined by the Government in the Prevent Strategy as: 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. We also include in our definition of extremism calls for the death of members of our armed forces, whether in this country or overseas.

3. Extremism is defined by the Crown Prosecution Service as: The demonstration of unacceptable behaviour by using any means or medium to express views which:

- Encourage, justify or glorify terrorist violence in furtherance of particular beliefs;
- Seek to provoke others to terrorist acts;
- Encourage other serious criminal activity or seek to provoke others to serious criminal acts; or
- Foster hatred which might lead to inter-community violence in the UK.

4. There is no such thing as a “typical extremist”: those who become involved in extremist actions come from a range of backgrounds and experiences, and most individuals, even those who hold radical views, do not become involved in violent extremist activity.

5. Pupils may become susceptible to radicalisation through a range of social, personal and environmental factors - it is known that violent extremists exploit vulnerabilities in individuals to drive a wedge between them and their families and communities. It is vital that school staff are able to recognise those vulnerabilities.

Indicators of vulnerability include:

- Identity Crisis – the student / pupil is distanced from their cultural / religious heritage and experiences discomfort about their place in society;
- Personal Crisis – the student / pupil may be experiencing family tensions; a sense of isolation; and low self-esteem; they may have dissociated from their existing friendship group and become involved with a new and different group of friends; they may be searching for answers to questions about identity, faith and belonging;
- Personal Circumstances – migration; local community tensions; and events affecting the student / pupil’s country or region of origin may contribute to a sense of grievance that is triggered by personal experience of racism or discrimination or aspects of Government policy;
- Unmet Aspirations – the student / pupil may have perceptions of injustice; a feeling of failure; rejection of civic life;
- Experiences of Criminality – which may include involvement with criminal groups, imprisonment, and poor resettlement / reintegration;
- Special Educational Need – students / pupils may experience difficulties with social interaction, empathy with others, understanding the consequences of their actions and awareness of the motivations of others.

However, this list is not exhaustive, nor does it mean that all young people experiencing the above are at risk of radicalisation for the purposes of violent extremism

6. More critical risk factors could include:

- Being in contact with extremist recruiters;



- Accessing violent extremist websites, especially those with a social networking element;
- Possessing or accessing violent extremist literature;
- Using extremist narratives and a global ideology to explain personal disadvantage;
- Justifying the use of violence to solve societal issues;
- Joining or seeking to join extremist organisations; and Significant changes to appearance and / or behaviour; Experiencing a high level of social isolation resulting in issues of identity crisis and / or personal crisis



Appendix 3 – 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 prejudicial behaviour:

- All incidents of prejudicial behaviour will be reported directly to the Head, in her absence, to the Senior Leadership Team.
- All incidents will be fully investigated on C Poms.
- Parents are 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 meeting is kept alongside the initial referral on C Poms.
- The Head Teacher follows-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.

If deemed necessary, serious incidents will be discussed and referred to the **Prevent Team, Cowley, Oxford.**



Appendix 4 - Staff training

All current staff and volunteers at Hanwell Fields Community School have undertaken Prevent Training. All new employees will be required to take the Prevent training as a pre-employment requirement.

There is no requirement to annually update this training, but INSET and staff training days throughout the year will include reminders and refreshers of the key messages shared, to ensure that the training remains effective and of importance.

Appendix 5 - Additional materials

1. 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
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
<http://dera.ioe.ac.uk/id/eprint/8396>