



KADER ACADEMY

**TACKLING RADICALISATION
&
EXTREMISM POLICY**

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1 Introduction

- 1.1 This policy provides guidelines on tackling extremism and radicalisation.
- 1.2 Kader Academy is fully committed to safeguarding and promoting the welfare of all its pupils

2 Scope of the Policy

- 2.1 This Policy will apply to all pupils and will be implemented by all staff employed by Kader Academy
- 2.2 The Principal shall report to governors on the operation of this policy

3 Aims

- 3.1 This Policy is intended to provide a framework for dealing with issues relating to vulnerability, radicalisation and exposure to extreme views.

4 Objectives

- 4.1 The policy objectives are that:
 - All governors, teachers, teaching assistants and non-teaching staff shall have an understanding of what radicalisation and extremism are and why they need to be vigilant in school.
 - The Principal and Vice Principal shall keep up to date with WRAP training in line with Legislation; Counter Terrorism and Security Act 2015.
 - All staff shall complete the Channel General Awareness Training Module
 - All governors, teachers, teaching assistants and non-teaching staff shall know and understand the academy's policy for tackling extremism and radicalisation and shall follow the policy guidance should issues arise.
 - All pupils shall understand the dangers of radicalisation and exposure to extremist views; building resilience against these and knowing what to do if they experience them.
 - All parents/carers and pupils shall know that the academy 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.

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.
 - 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.

6 Procedures for Referrals

- 6.1 The Principal and Vice Principal are the Designated Leaders for dealing with any referrals or concerns reported by staff relating to extremism and radicalisation.
- 6.2 Any incident should be reported to a Designated Leader.
- 6.3 If a Designated Leader is not available then, if staff have a concern they should approach a member of the Senior Leadership Team for referrals.
- 6.4 Incidents will be investigated and recorded. Records will be kept in line with other safeguarding incidents.
- 6.5 A referral will be monitored for a period of at least four weeks following the incident
- 6.6 If deemed necessary the incident will be discussed with Social Services and/or the Cleveland Police Communities and Partnership division (Prevent Agenda)
- 6.7 The most appropriate course of action will be decided on a case-by-case basis.

7 The Role of the Curriculum

- 7.1 The academy's curriculum is broad and balanced. It 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 PSHE provision is embedded across the curriculum. It directs assemblies and underpins the ethos of the school. It is recognised that children with low aspirations are more vulnerable to radicalisation and therefore the academy shall endeavour to equip 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 training opportunities, staff shall be made aware of the threats, risks and vulnerabilities that are linked to radicalisation, the process of radicalisation and how this might be identified early on.
- 8.2 Staff shall be made aware of how they can provide support as a school to ensure that the children are resilient and able to resist involvement in radical or extreme activities.

9 External Speakers /Visitors and Use of School Premises

- 9.1 If any member of staff wishes to invite a visitor into the school, they must first get permission from the Principal to visit in school. They will then be subject to safeguarding checks including DBS checks and photo identification. Children shall not be left unsupervised with external visitors, regardless of safeguarding check outcomes.
- 9.2 At Kader Academy we encourage the use of external agencies or speakers to enrich the pupils' experiences, however the academy will positively vet those external agencies, individuals or speakers who are engaged to provide such learning opportunities or experiences for the pupils.
- 9.3 Kader will assess the suitability and effectiveness of input from external agencies or individuals to ensure that::
- Any messages communicated to pupils are consistent with the ethos of the school and do not marginalise any communities, groups or individuals;
 - Any messages do not seek to glorify criminal activity or violent extremism or seek to radicalise pupils through extreme or narrow views of faith, religion or culture or other ideologies;
 - Activities are properly embedded in the curriculum and clearly mapped to schemes of work to avoid contradictory messages or duplication
 - Activities are matched to the needs of pupils and carefully evaluated by the school to ensure that they are effective.
- 9.4 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 Links to Other Policies

10.1 This Policy links to the following policies;

- Child Protection and Safeguarding
- Keeping Children Safe in Education
- Equality Policy
- Anti-bullying Policy
- Positive Behaviour Management Policy
- E-Safety Policy.

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

- PREVENT Strategy HM Government
- Keeping Children Safe in Education DfE 2016
- Working Together to Safeguard Children HM Government 2013

11 Policy Review

11.1 The efficiency and effectiveness of this policy will be monitored in the Senior Leadership Team (SLT).

11.2 The Tackling Extremism and Radicalisation Policy will be reviewed annually as part of the overall Child Protection and Safeguarding policy review.