

McKee College House

Anti-Radicalisation Policy

2021/2022

Review Date September 2022

Protecting children from the risk of radicalisation is part of all our wider safeguarding duties and is similar in nature to protecting children from other harms (e.g. criminal exploitation, neglect, sexual exploitation), whether these come from within their family or are the product of outside influences.

As with all safeguarding we consider this to be everyone's business and we have the mindset" It could happen here"

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

Extremism

“Extremism” 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. Included in the definition of extremism are calls for the death of members of the armed forces, whether in this country or overseas. Terrorist groups very often draw on extremist ideas developed by extremist organisations.

Our approach to building resilience to radicalisation and extremism

There is no place for extremist views of any kind at the McKee, whether from internal sources –students, staff, management committee members or external sources - community, external agencies or individuals. We are committed to making sure our school is a safe place where students can discuss and explore controversial issues safely and in an unbiased way and where our teachers encourage and facilitate this. We also recognise that if we fail to challenge extremist views, we are failing to protect our students.

Extremists of all persuasions aim to develop destructive relationships between different communities by promoting division, fear and mistrust of others based on ignorance or prejudice and thereby limiting the life chances of young people. We view education as a powerful weapon against this, equipping students with skills of critical thinking and an understanding and tolerance of difference and diversity. We challenge any extremist views, prejudice, derogatory language and discrimination.

Through our curriculum and our key-working with students we will promote the British values of democracy, the rule of law, individual liberty, mutual respect and tolerance for those with different faiths and beliefs. We will teach and encourage students to respect one another and to respect and tolerate difference, especially those of a different faith or no faith. We have a duty to keep our students safe and prepare them for life in modern multicultural Britain and globally.

We screen visitors and external speakers to ensure their message is consistent with British values and staff are always present during these talks or workshops. We work with key agencies such as the police, LCC Prevent lead, Lancashire Emotional Health Service in Schools, Addaction to help build resilience and decrease vulnerability.

Risk Reduction

The head teacher, deputy head teacher and Safeguarding Lead will assess the level of risk within the academy and put actions in place to reduce that risk. This will be reviewed annually with the management committee and with the safeguarding member of the management committee

ICT

The statutory guidance makes clear the need for schools to ensure that children are safe from terrorist and extremist material when accessing the internet in schools. We ensure that suitable filtering is in place.

Training

In addition to annual safeguarding training, staff will undergo annual PREVENT training to ensure they have the skills and knowledge to recognise and refer any concerns appropriately. As a school we will link and take advice from the Local Authority Prevent Lead Co-ordinator.

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

Indicators of vulnerability include:

- Identity Crisis – the student is distanced from their cultural / religious heritage and experiences discomfort about their place in society
- Personal Crisis – the student 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'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 may have perceptions of injustice; a feeling of failure
- Experiences of Criminality – which may include involvement with criminal groups

- Special Educational Need – students may experience difficulties with social interaction, empathy with others, understanding the consequences of their actions and awareness of the motivations of others.

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.

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.

It is vital that staff are also alert to **other indicators** including:

- Graffiti, symbols, art-work or writing that promotes extremist messages or organisations
- Parental reports or concerns of changes in behaviour, friendship groups or actions
- Students voicing opinions drawn from extremist ideology
- Use of hate terms
- Intolerance of difference, whether secular or religious or, in line with our equalities policy, views based on, but not limited to, gender, disability, homophobia, race, colour or culture

What happens if there is a concern?

Referral for any issue concerning potential radicalisation to extremism should be managed as any other safeguarding referral. All adults working at the McKee are required to report instances where they believe a child may be at risk of harm or neglect or if they have concerns that a student may be at risk of radicalisation or involvement in terrorism they should speak with the Prevent Lead and Single Point of Contact (SPOC.)
Sarah Bishop DHT