



KING'S LEADERSHIP
ACADEMY WARRINGTON

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ANTI-RADICALISATION POLICY

Introduction

The government's Prevent strategy, first published in 2011, is part of their counter-terrorism strategy, CONTEST. Its principal aim is to stop people becoming terrorists or supporting terrorism.

In order to fulfil the Prevent duty (July 2015), it is essential that staff at King's Leadership Academy identify children who may be vulnerable to radicalisation and know what to do when they are identified. Protecting children from the risk of radicalisation is part of all of our wider safeguarding duties, and is similar in nature to protecting children from other harms (e.g. drugs, gangs, neglect, sexual exploitation), whether these come from within their family or are the product of outside influences.

We can also build pupils' resilience to radicalisation by promoting fundamental British values and enabling them to challenge extremist views. We do not intend to stop pupils talking about or debating controversial issues. On the contrary, in school, we want to provide a safe space in which children, young people and staff can understand the risks associated with terrorism and develop the knowledge and skills to be able to challenge extremist arguments.

Links to other policies

The King's Leadership Academy Anti-Radicalisation policy statement links to the following policies:

- PREVENT policy
- Child Protection and Safeguarding
- Anti-bullying policy



Aims and Principles

The main aims of this policy statement 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.

The principle objectives are that:

- All governors, teachers, teaching scholars and non-teaching staff will have an understanding of what radicalisation and extremism are and why we need to be vigilant in school.
- All governors, teachers, teaching scholars and non-teaching staff will know what the school policy is on anti-radicalisation and extremism 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.

Definitions of Key Terms

What is 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.

What is non-violent extremism?

‘Non-violent extremism’ is extremism, as defined above, which is not accompanied by violence.

What is terrorism?

The current UK definition of ‘terrorism’ is given in the Terrorism Act 2000 (TACT 2000). In summary, this defines terrorism as an action that endangers or causes serious violence to a person/people; causes serious damage to property; or seriously interferes or disrupts an electronic system. The use or threat must be designed to influence the government or to intimidate the public and is made for the purpose of advancing a political, religious or ideological cause.



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'Terrorist-related offences' are those (such as murder) which are not offences in terrorist legislation, but which are judged to be committed in relation to terrorism.

What is 'Radicalisation'?

'Radicalisation' refers to the process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups.

What is 'White Radicalisation'?

'White radicalisation' is also known as the belief in 'White supremacy'. White supremacy or white supremacism is a form of racism centred upon the belief, and promotion of the belief, that white people are superior in certain characteristics, traits, and attributes to people of other racial backgrounds and that therefore whites should politically, economically and socially rule nonwhites.

'Vulnerability': Within Prevent, the word describes factors and characteristics associated with being susceptible to radicalisation.

Key Indicators of Radicalisation

Example indicators that an individual is engaged with an extremist group, cause or ideology 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 around 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 material or symbols associated with an extremist cause (e.g. the swastika for far right groups)
- Attempts to recruit others to the group/cause/ ideology
- Communications with others that suggest identification with a group/cause/ideology



Risk Assessment

We should be aware of the increased risk of online radicalisation, as terrorist organisations such as ISIL seek to radicalise young people through the use of social media and the internet.

There is no single way of identifying an individual who is likely to be susceptible to a terrorist ideology.

As with managing other safeguarding risks, we should be alert to changes in children's behaviour, which could indicate that they may be in need of help or protection. Children at risk of radicalisation may display different signs or seek to hide their views.

School staff should use their professional judgement in identifying children who might be at risk of radicalisation and act proportionately.

Even very young children may be vulnerable to radicalisation by others, whether in the family or outside, and display concerning behaviour. The Prevent duty does not require teachers or childcare providers to carry out unnecessary intrusion into family life but as with any other safeguarding risk, they must take action when they observe behaviour of concern.

Procedures are in place at King's Leadership Academy for protecting children at risk of radicalisation.

Working in Partnership

Prevent work depends on effective partnership. To demonstrate effective compliance with the duty, King's will demonstrate evidence of productive co-operation whenever necessary, in particular with local Prevent co-ordinators, the police and local authorities as well as co-ordination through existing multi-agency forums, for example Community Safety Partnerships.

The Prevent duty builds on existing local partnership arrangements. These are:

- Local Safeguarding Children Boards (LSCBs) are responsible for co-ordinating what is done by local agencies for the purposes of safeguarding and promoting the welfare of children in their local area.
- Local authorities are vital to all aspects of Prevent work. In some priority local authority areas, the Home Office fund dedicated Prevent co-ordinators to work with communities and organisations, including schools.



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- Other partners, in particular the police and also civil society organisations, may be able to provide advice and support
- Effective engagement with parents / the family is also important as they are in a key position to spot signs of radicalisation. We would look to assist and advise families who raise concerns and be able to point them to the right support mechanisms.

Staff Training

The statutory guidance refers to the importance of Prevent awareness training to equip staff to identify children at risk of being drawn into terrorism and to challenge extremist ideas.

- Key staff have received special individual training in accordance with their role in school.
- All of our Teaching and Support Staff have received training on Prevent as part of Staff training/INSET each September.

ICT Policies

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.
- Internet safety is integral to our ICT curriculum and is also be embedded in our ASPIRE programme.

Building Children's Resilience to Radicalisation

King's Leadership Academy believes that we can build pupils' resilience to radicalisation of all types by providing a safe environment for debating controversial issues and helping them to understand how they can influence and participate in decision-making.

- We promote the spiritual, moral, social and cultural development of pupils and, within this, fundamental British values.
- Our ASPIRE programme is effective in providing pupils with time to explore sensitive or controversial issues, and equipping them with the knowledge and skills to understand and manage difficult situations. The subject teaches pupils to recognise and manage risk, make safer choices, and recognise when pressure from others threatens their personal



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safety and wellbeing. They can also develop effective ways of resisting pressures, including knowing when, where and how to get help.

- We encourage pupils to develop positive character traits through our ASPIRE and Leadership programmes, such as resilience, determination, self-esteem, and confidence.

What happens if there is a concern?

Depending on the level of concern, a member of staff should:

- Follow the school's normal safeguarding procedures, including discussing with the school's designated safeguarding lead and, where deemed necessary, with children's social care
- Contact our local police force or dial 101 (the non-emergency number).

The Department for Education has a dedicated telephone helpline (020 7340 7264) to enable people to raise concerns relating to extremism directly. Concerns can also be raised by email to counter.extremism@education.gsi.gov.uk.

Please be aware that the helpline is not intended for use in emergency situations, such as a child being at immediate risk of harm or a security incident, in which case the normal safeguarding procedures at King's should be followed.

Equality and Diversity

All developments are intended to ensure that no-one is treated in any way less favourably on the grounds of race, colour, national or ethnic or social origin, race, disability, gender, sexual orientation, gender reassignment, marriage & civil partnership, pregnancy & maternity, age, religion/ belief or political/ other personal beliefs.



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