

Radicalisation and Extremism Policy

Camborne Science and International Academy



Approved by: Governors Policy Committee **Date:** 14 December 2023

Last reviewed on: 8 December 2022 (Update 4 July 2023 with KCSIE 2023 terminology)

Next review due by: December 2024

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We want to ensure that your needs are met. If you would like this information in Braille, large print, any other format or interpreted in a language other than English, please contact the HR office, telephone: 01209 712280 or email: enquiries@cambornescience.co.uk

This policy should be read with the following:

- **Child Protection and Safeguarding Policy**
- **Equality Policy (Single Equality Scheme)**
- **Anti-Bullying Policy**
- **Behaviour for Learning Policy**
- **Online Safety Policy**
- **PREVENT Strategy & Duty Guidance HM Gov**
- **Keeping Children Safe in Education DfE 2023**
- **Promoting fundamental British values as part of SMSC in schools DfE Nov 2014**
- **The Prevent duty guidance 2015 (updated October 2023)**
- **Working Together to Safeguard Children HM Gov 2018**

Prevent Lead/Single Point of Contact: Mark Fenlon, Vice Principal.

1. POLICY STATEMENT

Camborne Science and International Academy is fully committed to safeguarding and promoting the welfare of all its students. Every member of staff recognises that safeguarding against radicalisation and extremism is no different to safeguarding against any other vulnerability in today's society. The Tackling Extremism and Radicalisation Policy sets out our beliefs, strategies and procedures to protect students susceptible to grooming from being radicalised or exposed to extremist views, by identifying who they are and promptly providing them with support.

2. LINKS TO OTHER POLICIES

The Camborne Science and International Academy Tackling Extremism and Radicalisation Policy links to the following school policies;

- Child Protection and Safeguarding
- Equality Policy (Single Equality Scheme)
- Anti-bullying Policy
- Behaviour for Learning Policy
- On-line Safety Policy.

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

- PREVENT Strategy HM Government
- Keeping Children Safe in Education DfE 2023
- Working Together to Safeguard Children HM Government 2018.

3. AIMS AND PRINCIPLES

3.1 The Camborne Science and International Academy Radicalisation and Extremism Policy is intended to provide a framework for dealing with issues relating to vulnerability, radicalisation and exposure to extreme views. We recognise that we are well placed to be able to identify safeguarding issues and this policy 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 trustees, teachers, teaching assistants and non-teaching staff will have an understanding of what radicalisation and extremism are and why we need to be vigilant in school.
- All trustees, teachers, teaching assistants and non-teaching staff will know what the school policy is on tackling extremism and radicalisation and will follow the policy guidance swiftly when issues arise.
- All pupils will 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 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.

3.3 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.

4. DEFINITIONS AND INDICATORS

4.1 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.

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

4.3 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 or derogatory names for another group.
- Increase in prejudice-related incidents committed by that person – these may include;
 - o physical or verbal assault
 - o provocative behaviour
 - o damage to property
 - o derogatory name calling
 - o possession of prejudice-related materials
 - o prejudice related ridicule or name calling
 - o inappropriate forms of address
 - o refusal to co-operate
 - o attempts to recruit to prejudice-related organisations

o condoning or supporting violence towards others.

5. PROCEDURES FOR REFERRALS

5.1 It is important for us to be constantly vigilant and remain fully informed about the issues which affect the local area, county and society in which we teach. Staff are reminded to suspend any 'professional disbelief' that instances of radicalisation 'could not happen here' and to be 'professionally inquisitive' where concerns arise, referring any concerns through the appropriate channels. (See Appendix 1 – Dealing with referrals).

5.2 We believe that it is possible to intervene to protect students who are susceptible to grooming. **Early intervention is vital** and staff must be aware of the established processes for front line professionals to refer concerns about individuals and/or groups. We must have the confidence to challenge, the confidence to intervene and ensure that we have strong safeguarding practices based on the most up-to-date guidance and best practice.

5.3 The Designated Senior Leaders for Child Protection and Safeguarding will deal swiftly with any referrals made by staff or with concerns reported by staff.

5.4 The Principal and Designated Safeguarding Leads 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 1 – Dealing with referrals)

5.5 As with any child protection referral, staff must be made aware that if they do not agree with a decision not to refer, they can make the referral themselves and will be given the contact details to do this via the safeguarding board in the staffroom.

6. TRUSTEES, LEADERS AND STAFF

6.1 The Principal and all Designated Safeguarding Leads are the leaders for referrals relating to extremism and radicalisation. In the unlikely event that no Designated Safeguarding Leads and the Principal are not available, all staff know the channels by which to make referrals via the safeguarding noticeboard in the staffroom.

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 susceptible to grooming to radicalisation or extremist views.

6.3 The Designated Safeguarding Leads will work in conjunction with the Principal, Pastoral Care Team and external agencies to decide the best course of action to address concerns which arise.

6.4 Prejudicial behaviour can be a factor in radicalisation and extremism. With this in mind, Camborne Science and International Academy has up to date procedures for dealing with prejudicial behaviour, as outlined in the Behaviour for Learning Policy and Equality Policy (Single Equality Scheme).

7. THE ROLE OF THE CURRICULUM

7.1 Our curriculum is 'broad and balanced' in accordance with Ofsted guidance. 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 Our PSHE provision is embedded across the curriculum. It directs our assemblies and underpins the ethos of the school. It is recognised that children with low aspirations are more susceptible to radicalisation and therefore we strive to equip our students 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 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. All staff will attend WRAP (Workshop to Raise Awareness of Prevent) training at least once and induction training. The induction training includes updates on the Prevent agenda, as does our annual safeguarding update for all staff. Trustees will be invited to attend WRAP and induction Training.

9. VISITORS AND THE USE OF SCHOOL PREMISES

9.1 All members of staff must comply fully with CSIA Visitors Policy.

Appendix 1 – Dealing with referrals

We are aware of the potential indicating factors that a child is susceptible 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 the following system will be followed;

- All incidents of prejudicial behaviour will be reported directly to Mark Fenlon, Senior DSL, or if unavailable, one of the other Designated Safeguarding Leads or the Principal. Staff will also submit a MyConcern with full details of their concern.
- All incidents will be fully investigated and recorded in line with the Behaviour for Learning Policy and records will be kept in line with procedures for any other safeguarding incident.
- Parents/carers will be 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.
- The Designated Safeguarding Leads follow-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 Cornwall MARU 0300 1231 116 and the Cornwall Prevent Team 01392 452 555
- In the event of a referral relating to serious and immediate concerns about potential radicalisation or extremism, the school will contact Devon and Cornwall Police Prevent Team.