



THE FULHAM BOYS SCHOOL

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TACKLING EXTREMISM AND RADICALISATION POLICY

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POLICY

1. BACKGROUND, AIMS AND PRINCIPLES

- 1.1 Since the Government published the PREVENT Strategy, there has been an awareness of the specific need to safeguard children, young people and families from violent extremism. There have been several occasions both locally and nationally in which extremist groups have attempted to radicalise vulnerable children and young people to hold extreme views including views justifying political, religious, sexist or racist violence, or to steer them into a rigid and narrow ideology that is intolerant of diversity and leaves them vulnerable to future radicalisation.
- 1.2 The Fulham Boys School values freedom of speech and the expression of beliefs / ideology as fundamental rights underpinning our society's values. Both boys 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.
- 1.3 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. The Fulham Boys School is clear that this exploitation and radicalisation should be viewed as a safeguarding concern.
- 1.4 Indicators of vulnerability to radicalisation are in Appendix 1
- 1.5 The Fulham Boys School seeks to protect children and young people against the messages of all violent extremism including, but not restricted to, those linked to extremist Islamist ideology, or to Far Right / Neo Nazi / White Supremacist ideology, Irish Nationalist and Loyalist paramilitary groups, and extremist Animal Rights movements.
- 1.6 Central to our Radicalisation policy are the Christian beliefs and principles upon which the school is built

2. LINKS WITH OTHER POLICIES

2.1 The extremism and radicalisation policy links to the following school policies:

- Safeguarding and Child Protection
- Behaviour
- ICT and Portable Device
- PSHCE and Relationships & Sex Education
- Use of School premises and facilities

2.2 The following national guidelines should also be read in conjunction with this policy:

- PREVENT Strategy (HM Government, 2011)

- Keeping Children Safe in Education (DfE, 2020)
- DfE guidance on PREVENT duty (DfE, 2015)

PROCEDURE

3. ROLES AND RESPONSIBILITIES

- 3.1 The role of the 'PREVENT single point of contact' at The Fulham Boys School will be taken by the Designated Teacher for Safeguarding and Child Protection (as outlined in the school's 'Safeguarding and Child Protection' policy). They will be the lead within the organisation for safeguarding in relation to protecting individuals from radicalisation and involvement in terrorism. The Designated Teacher is currently Mr Simon Kellie (Deputy Head). They will be supported in this by the Deputy Designated Teacher (currently Assistant Head Teacher - Morgan Browne).
- 3.2 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 SPOC/Designated Teacher, or, if they are not available, the Deputy Designated Teacher. These concerns should be raised in person or via iSAMS Wellbeing Manager as soon as possible.
- 3.3 The SPOC/Designated Teacher will be up to date in online training for the government's 'Channel' process for referrals. Other staff (such as the School Chaplain) may also undertake this.
- 3.4 The roles and responsibilities of the SPOC are outlined in Appendix 2, along with the referral process.
- 3.5 Although the SPOC/Designated Teacher will lead on these matters all staff have a responsibility to be aware of the risks of radicalisation and all staff will know what to do if they have concerns about an individual. Within this the school's Form Tutors, Heads of House, Chaplain and others will play a significant role.

4. THE SCHOOL'S ETHOS AND CURRICULUM

The Fulham Boys School is committed to tackling extremism and preventing radicalisation through every means possible. These, within our specific school context, include:

- 4.1 Our focus on enterprise. Enterprise skills, embedded across the school and being constantly developed amongst the boys, include questioning and thinking. Being an enterprising school contributes to combating extremism and radicalisation.
- 4.2 Our Christian ethos. The Christian principles the school is built on value strongly held beliefs and the search for truth alongside love, peace and respect for others. These principles stand in contrast to the tenets of extremism.

- 4.3 PSHCE. PSHCE lessons will, on occasion, be used to discuss these issues and warn boys of the danger of radicalisation. More broadly, they will provide a context for boys to consider the world and discuss important issues (including issues in the news) with their teachers and peers.
- 4.4 Lessons. The same is true of all lessons. The curriculum will cause boys to be respectful thinkers.
- 4.5 ICT. Boys will have training on e-safety in computing lessons. ICT use in the school is monitored as part of the school's safeguarding strategy.
- 4.6 External providers. On occasion the school may ask groups or individuals who have experience in this area (for example, including or as recommended by the local authority or police) to come in to speak to the boys.
- 4.7 British Values. In all these things the school is committed to promoting British values as specified by the DfE.

5. VISITORS AND THE USE OF SCHOOL PREMISES

- 5.1 Upon arriving at the school, all visitors including contractors, will read the child protection and safeguarding guidance and be made aware of how to report any concerns which they may experience.
- 5.2 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.

APPENDIX 1 – INDICATORS OF VULNERABILITY

Indicators of vulnerability include:

Identity

- the boy 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;
- 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 boy may have perceptions of injustice;
- a feeling of failure;
- rejection of civic life;

Experiences of Criminality

- involvement with criminal groups
- imprisonment; and
- poor resettlement/reintegration on release

Special Educational Needs

- social interaction
- empathy with others
- understanding the consequences of their actions; and awareness of the motivations of others

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 2 - ROLES AND RESPONSIBILITIES OF THE SINGLE POINT OF CONTACT (SPOC)

The SPOC for The Fulham Boys School is Mr Simon Kellie, who is responsible for:

- Ensuring that staff of the school are aware that he is the SPOC in relation to protecting students/pupils from radicalisation and involvement in terrorism;
- Maintaining and applying a good understanding of the relevant guidance in relation to preventing students/pupils from becoming involved in terrorism, and protecting them from radicalisation by those who support terrorism or forms of extremism which lead to terrorism;
- Raising awareness about the role and responsibilities of The Fulham Boys School in relation to protecting students/pupils from radicalisation and involvement in terrorism;
- Monitoring the effect in practice of the school's ethos (including RE curriculum, PSHCE and assemblies) to ensure that they are used to promote community cohesion and tolerance of different faiths and beliefs;
- Raising awareness within the school about the safeguarding processes relating to protecting students/pupils from radicalisation and involvement in terrorism;
- Acting as the first point of contact within the school for case discussions relating to students / pupils who may be at risk of radicalisation or involved in terrorism;
- Collating relevant information from in relation to referrals of vulnerable students / pupils into the Channel* process;
- attending Channel* meetings as necessary and carrying out any actions as agreed;
- Reporting progress on actions to the Channel* Co-ordinator; and
- Sharing any relevant additional information in a timely manner.

**Channel is a multi-agency approach to provide support to individuals who are at risk of being drawn into terrorist related activity. It is led in this area by the Metropolitan Police Service, and it aims to*

- *Establish an effective multi-agency referral and intervention process to identify vulnerable individuals;*
- *Safeguard individuals who might be vulnerable to being radicalised, so that they are not at risk of being drawn into terrorist-related activity; and*
- *Provide early intervention to protect and divert people away from the risks they face and reduce vulnerability*