



URSULINE HIGH SCHOOL
Wimbledon

Anti-Radicalisation and Anti-Extremism Policy

September 2015

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1. INTRODUCTION

Inspired by the life and work of St Angela Merici, our Ursuline school commits itself to education for tomorrow's world within the dynamic tradition of Catholic belief and practice. As a Christian community, characterised by a spirit of respect, trust and joy, we promote excellence in every aspect of life, thereby fully developing each individual.

This document has been prepared by drawing upon guidance from:

- Prevent Duty Guidance: for England and Wales. Guidance for specified authorities in England and Wales on the duty in the Counter-Terrorism and Security Act 2015 to have due regard to the need to prevent people from being drawn into terrorism. (HM Gov.)
- Promoting fundamental British Values as part of SMSC in schools (DfE)
- South East Counter Terrorism Unit Education Toolkit 2015.
- Working together to Safeguard Children 2015.
- Pan London Child Protection Protocols for Safeguarding.
- Merton Guidance for Working with Children and Young People who are vulnerable to the messages of Radicalisation and Extremism.

2. VISION

In support of the school Mission Statement we aim to “build a caring and supportive Christian community”. As a school we recognise that we have a full and active part to play in protecting our students from radicalisation. The Anti-radicalisation policy sets out our beliefs, strategies and procedures to protect vulnerable individuals from being radicalised or exposed to extremism, by identifying who they are and providing them with support.

As a school community we aim to:

- Build a caring and supportive Christian community where each individual is able to grow in their understanding of the faith and in their commitment to Christ.
- Set standards of excellence in teaching and learning and to provide a broad balanced and relevant curriculum.

- Develop personal qualities of understanding of self and others, self-discipline and motivation, responsible maturity, creative freedom and integrity.
- Foster an attitude of respect for all regardless of age, race, colour, creed or gender.
- Build peace, to promote justice, social concern and, through the celebration of difference, the equality of all peoples.
- Widen horizons, to encourage a sense of commitment and service to the wider world, and to enable each one to go on learning and changing all through life.

3. LINKS TO OTHER POLICIES

The Ursuline High School Preventing Radicalisation and Extremism Policy links to the following school policies:

- Safeguarding and Child Protection Policy
- Behaviour Policy
- Equalities, Diversity, Cohesion Policy.
- Social Media Policy
- British Values statement

4. AIMS AND PRINCIPLES

The Ursuline High School is committed to providing a secure environment for students and all staff recognise that safeguarding and creating a safeguarding culture is the responsibility of everyone who works here.

The National Prevent Strategy

The Ursuline High School supports the Home Office '4P' Prevent strategy to combat radicalisation and terrorism. The 4P's are:

Protect - to strengthen protection against a terrorist attack in the UK or against its interests overseas and so reduce their vulnerability. This work focuses on border security, the transport system, national infrastructure and public places.

Prepare - to mitigate the impact of a terrorist attack where that attack cannot be stopped. This includes work to bring a terrorist attack to an end and to increase the UK's resilience to facilitate recovery from its aftermath.

Pursue - to stop terrorist attacks by detecting, prosecuting and otherwise disrupting those who plot to carry out attacks against the UK or its interests overseas

Prevent - to stop people from becoming or supporting terrorism. This includes countering terrorist ideology and challenging those who promote it; supporting individuals who are especially vulnerable to becoming radicalised; and working with sectors and institutions where the risk of radicalisation is assessed to be high.

The first three strands are clearly the remit of the government, police and security services; although the school clearly has a duty to support them in those strands, as and when required. The fourth strand, Prevent, is however one which schools and those who work with young people in a wider setting, such as Youth workers or Social Services, can contribute. The Ursuline High School acknowledges this, supports the strategy and strives to take an active part of the Prevent section of the strategy both at a whole school and an

individual level. Prevent is a strategy that is also endorsed and supported by Merton Local Authority.

4.1 The Ursuline High School anti-radicalisation policy is intended to provide a framework for dealing with issues relating to vulnerability, radicalisation and exposure to extreme views. It clearly sets out how the school will deal with such incidents and identifies how the curriculum and ethos underpins our actions.

4.2 The objectives are that:

- All governors, teachers, learning support assistants and non-teaching staff will have an understanding of what radicalisation is and why we need to be vigilant in school.
- All governors, teachers, learning support assistants and non-teaching staff will know what the school policy is on anti-radicalisation and will follow the policy when issues arise.
- All parents and students will know that the school has policies in place to keep students safe from harm and that the school regularly reviews its systems to ensure they are appropriate and effective.

4.3 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 students are safe from harm.

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. This is not an exhaustive list, but indicators may include (*For further advice see additional material, item 3*):

- Spending increasing time in the company of other suspected extremists
- Changing their style of dress or personal appearance to accord with the group
- Their 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 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.

5.4 As part of wider safeguarding responsibilities school staff will also be alert to:

- Disclosures by pupils of their exposure to the extremist actions, views or materials of others outside of school, such as in their homes or community groups, especially where pupils have not actively sought these out.
- Graffiti symbols, writing or art work promoting extremist messages or images
- Pupils accessing extremist material online, including through social networking sites
- Parental reports of changes in behaviour, friendship or actions and requests for assistance
- Partner schools, local authority services, and police reports of issues affecting pupils in other schools or settings
- Anti-Western or Anti-British views

6. PROCEDURES FOR REFERRALS

6.1 Although serious incidents involving radicalisation have not occurred at the Ursuline High School to date, it is important for us to be constantly vigilant and remain fully informed about the issues which affect the area in which we teach and from where our students come from. Staff are reminded to suspend any ‘professional disbelief’ that instances of radicalisation ‘could not happen here’ and to refer any concerns through the appropriate channels. (See Appendix 1 – Referrals)

6.2 We believe that it is possible to intervene to protect people who are vulnerable. Early intervention is vital and staff must be aware of the established processes for front line professionals to refer concerns about individuals and groups. We must have the confidence to challenge, the confidence to intervene and ensure that we have strong safeguarding practices.

6.3 The Designated Safeguarding Lead, Angela Watson; the Head Teacher, Julia Waters; or a Designated Safeguarding Team member will deal swiftly with any referrals made by staff or with concerns reported by staff.

6.4 The Head Teacher and Designated Safeguarding Lead 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 – Referrals)

7. THE ROLE OF THE CURRICULUM

7.1 Our curriculum promotes respect, tolerance and diversity. Students 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, and directs our assemblies and underpins the ethos of the school. It is recognised that young people with low

aspirations are more vulnerable 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 Students 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.

7.4 Prevent work at the Ursuline high School will be in conjunction with our schools approach to the spiritual, moral, social and cultural development of pupils and will include the sound use of assemblies and education sessions to help further promote this rounded development of our pupils; and support and guidance for parents/carers.

8. STAFF TRAINING

8.1 Through links with our PREVENT Officer and Schools Police Officer 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 students are resilient and able to resist involvement in radical or extreme activities.

9. POLICY REVIEW

9.1 The Anti-radicalisation policy will be reviewed annually as part of the overall Safeguarding and Child Protection Policy review.

ADDITIONAL MATERIALS

1. Prevent strategy, GOV.UK – Home Office (Adobe pdf file)
https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/417943/Prevent_Duty_Guidance_England_Wales.pdf
2. Counter-terrorism Education Tool Kit
www.adcs.org.uk/download/resources/radicalisation/South_East_Counter_Terrorism_Unit_Education_toolkit.doc
3. http://www.merton.gov.uk/mscb_prevent_guidance_final.pdf

APPENDIX 1 – REFERRALS

We are aware of the potential indicating factors that a young person is vulnerable 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 safeguarding concerns regarding radicalisation, identified through the key indicators mentioned in the policy; the following process will come into effect :

- All incidents of concerning behaviour will be reported directly to the Designated Safeguarding Lead and the Head teacher; or in their absence a Designated Safeguarding Team member.
- All incidents will be fully investigated and recorded as a child protection concern in a student's secure safeguarding file.

If the risk is deemed to be imminent the Designated Safeguarding Lead will contact the police immediately using 999.

If appropriate, parents are 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 discussion is kept alongside the initial referral in the secure safeguarding file.

If a non-imminent risk is identified the Designated Safeguarding Lead will make a referral to MASH, to initiate the Channel Process (see Appendix 2).

The Designated Safeguarding Lead will follow up any in school 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 at this later stage, a referral may be made to MASH.

The DSL and the school will work in conjunction with police and other stakeholders to ensure that the child is supported in the Channel Process and that the school, borough and national Prevent strategy is upheld.

Appendix 2

Channel Referral Process

