

New Horizon Community School

Preventing Radicalisation Policy

2018-2019

Updated: January 2019

Date of next Review: November 2019

PREVENT

It is agreed that 'terrorism' poses a sustained threat to the United Kingdom. It is the conflict in Syria that is currently causing the greatest risk and challenge. It is the responsibility of the British public (humanity more generally) to be vigilante to issues concerning terrorism. Those involved in the education of children have a particularly important role in identifying and protecting children from various threats that compromise their safety and wellbeing: an affiliation, an apathy towards or acts of terrorism are such a threat. School practitioners are in a position to recognise such factors and to intervene when necessary.

New Horizon Community School is committed to safeguarding all students from those that undermine the value and endanger the quality of their lives. This requires practises to be in place that allow students, staff/management, parents and wider community to engage with each other in order to deal with any issues related to the welfare of students.

Terminology

Extremism: '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. We also include in our definition of extremism calls for the death of members of our armed forces, whether in this country or overseas.'

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

PREVENT: SAFEGUARDING - RISK ASSESSMENT

| WHERE DOES EXTREMIST IDEOLOGY EXIST? | WHY ARE PEOPLE ATTRACTED TO EXTREMIST ORGANISATIONS/INDIVIDUALS | HOW DO YOU IDENTIFY THREATS OF EXTREMISM? | HOW WE RESPOND TO SUSPICIONS/EVIDENCE OF EXTREMISM? |
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| <p>The Internet is the main source of information and communication – the information students are accessing cannot be constantly monitored especially if they own smartphones.</p> <p>Mobile phones are constantly upgrading and this means that young people are becoming more and more aware of how to access information beyond the supervision and understanding of adults.</p> <p>Children and young adults are aware of the latest means of communication, and integrate the latest programmes/apps (and technology more generally) as they develop. Video and picture messaging sites are constantly being produced at a rate faster than many parents and staff can process.</p> | <p>The internet provides anonymity to its users which provides a sense of power and belonging when used as a tool to interact and socialise. Individuals regardless of their social positions within school, family or community are in control of the image they create online. They are able to express their views and make friendships without the knowledge of parents which is a cause of concern as they may attract the attention of dangerous individuals or organisations. Individuals are able to develop relationships with strangers who present themselves as friends. They are welcomed by those who desire attention, friendship or a sense of acceptance.</p> <p>Interactive sites such as Facebook and Twitter and mobile apps such as ‘Whatsapp’ or ‘Snapchat’ allow instant communication. The use of a camera provides an additional threat as strangers can be efficiently brought into the most private (and physically secure) of places. The influence/control parents and teachers have over a child</p> | <p>There are no definitive ways to identify signs of radicalisation, as doing so would isolate and prejudice specific individuals/groups. As protecting students from threats of extremism is a matter of Safeguarding, the same principles are applied when dealing with any concerns identified by staff, friends or parents in relation to any behaviour in an individual that may appear suspicious or out of character. Parents, friends and teachers are in the best position to identify certain signs that may indicate a child’s involvement in radicalisation.</p> <p>It is possible that students may present a change in behaviour, influenced by a more developed confidence. It could alternatively result in a more reclusive attitude determined by fear of individuals/organisations yet each situation has to be addressed individually based on the knowledge and information available.</p> <p>Students could convey their experiences/feelings/views</p> | <p>The school has a Safeguarding system to deal with those issues that concern the welfare of a child. These procedures should be followed.</p> <p>Students need to be informed of their rights and responsibilities and the dangers that they can be exposed to through technology. ‘Prevent’ training sessions will be organised for staff and students. Information will also be shared throughout the school via posters.</p> <p>Our school has a mentoring scheme for students who are identified as most vulnerable – they are supported by Staff and student mentors.</p> <p>Some circumstances may result in the involvement of the police, Social Services or the Prevent Officer.</p> <p>Parents and school need to share any concerns regarding the behaviour or actions of the children. Changes in attitude and physical appearance are not necessarily indicators of extremism and could indicate other issues (or natural</p> |

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| | <p>becomes limited.</p> | <p>through their choice of appearance. This could include tattoos or piercings; a disregard for or an aggressive attitude towards their appearance.</p> <p>Students could attempt to use the computers more often than usual or to sneak a mobile phone into school in order to maintain their connection with their 'friends'. This could provide them comfort.</p> | <p>changes in mood) so parents and staff should not be frightened to address concerns. Neglecting to deal with concerns could result in great harm to a child.</p> <p>If suspicions are followed by actual evidence of extremist activity it will be in the best interest of the child, the school and community to involve the police.</p> |
| <p>Anywhere where students assemble to socialise could expose students to extremist ideology.</p> <p>Those children considered as most vulnerable would be most exposed to the welcoming practises of those sharing extremist ideology.</p> | <p>Extremist organisations can give people (regardless of age) a sense of identity and purpose. They could find an affinity with charismatic orators who appear intelligent, genuine and successful yet their views can be violent and dangerous not only for individuals but for communities. Young people can channel the mannerism and views of those they consider a 'role model' in social gatherings just as they do with celebrities.</p> <p>Increased popularity could be a motivating factor when involving oneself with extremism. It could initially be exciting and interesting to gather a following or to have your name known by students and staff (regardless of whether it is for positive or negative reasons). The voluntary segregation of students or formation of gangs during Break or Lunchtimes provides students a means to share unsupervised divisive rhetoric.</p> | <p>There are no definitive ways to identify signs of radicalisation, as doing so would isolate and prejudice specific individuals/groups. As protecting students from threats of extremism is a matter of Safeguarding, the same principles are applied when dealing with any concerns identified by staff, friends or parents in relation to any behaviour in an individual that may appear suspicious or out of character. Parents, friends and teachers are in the best position to identify certain signs that may indicate a child's involvement in radicalisation.</p> <p>Students are supervised during Break and Lunchtime so if conversations and behaviour are identified as inappropriate, staff are able to intervene. It is also possible for students to alert staff to any suspicious or inappropriate conversations</p> | <p>The school has a Safeguarding system to deal with those issues that concern the welfare of a child. These procedures should be followed.</p> <p>Staff on duty should be vigilante when exposed to any information or language (such as racism) that causes them concern. Our school encourages students to speak English only when on school site to reflect our ethnic/cultural diversity and to promote a sense of unity (through our common British values).</p> <p>Our school has a mentoring scheme for students who are identified as most vulnerable – they are supported by Staff and student mentors.</p> <p>Some circumstances may result in the involvement of the police, Social Services or a Prevent Officer. The intended outcome is to intervene and</p> |

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| | | <p>and actions. This is made possible when students are aware of their involvement in the Safeguarding process.</p> | <p>prevent student(s) from being harmed. Our school must therefore work with external agencies in order to provide the necessary support to a child that we are unable to provide.</p> |
| <p>Family/community centres have a strong influence over the beliefs and practices of children. Children are dependent on their elders for advice and knowledge so are susceptible to manipulation.</p> <p>The Classroom/ Lessons. It is possible for staff to share views religious, moral, ethical or political that compromise the beliefs and ideas of students. Teachers have a duty of care and a role to educate students so that they have opportunity to thrive physically, economically, socially and spiritually.</p> | <p>Students are often a reflection of their environment – their behaviour and views are influenced by those who have the best opportunity to shape them. This involves family, friends, teachers and community. This also includes technology as young people voluntarily (yet naively) expose themselves to dangerous images, communication and propaganda.</p> <p>Family, family friends and teachers (at after-school classes e.g. Mosques) have a responsibility to educate their children in a manner that encourages them to value life and to respect their ties to British culture. The ideas and beliefs that children are intentionally or accidentally taught can be divisive as they are prejudice and aggressive towards views that challenge their personal beliefs.</p> <p>The views that family and community reflect will naturally be considered as the correct way to think. Children will not necessarily question the beliefs or views they are taught out of fear of committing sin or causing offense. The views they are taught might however be conveyed within the confines of school which provides an opportunity for staff to address and challenge these views.</p> | <p>There are no definitive ways to identify signs of radicalisation, as doing so would isolate and prejudice specific individuals/groups. As protecting students from threats of extremism is a matter of Safeguarding, the same principles are applied when dealing with any concerns identified by staff, friends or parents in relation to any behaviour in an individual that may appear suspicious or out of character. Parents, friends and teachers are in the best position to identify certain signs that may indicate a child’s involvement in radicalisation.</p> <p>If students are not conscious of how damaging or extreme their views are, they will not intentionally try to hide them. It will be possible to learn of their views through classroom interaction, classwork or from their peers. They may proudly brag about a family member or friend who has a strong influence over their thoughts or actions.</p> <p>Children are in these situations to be considered as victims as they require support in the form of education in order to understand the problems their beliefs pose for their safety and</p> | <p>The school has a Safeguarding system to deal with those issues that concern the welfare of a child. These procedures should be followed.</p> <p>Teachers who are exposed to the beliefs and actions of students, whether verbally or physically (through work) will be in a position to deal with the situation – this may involve a simple conversation or involving the school’s Child Protection Officer or utilising other options available through Safeguarding practises.</p> <p>Some circumstances may result in the involvement of the police, Social Services or a Prevent Officer. The intended outcome is to intervene and prevent student(s) from being harmed. Our school must therefore work with external agencies in order to provide the necessary support to a child that we are unable to provide.</p> <p>Our school has a mentoring scheme for students who are identified as most vulnerable – they are supported by Staff and student mentors.</p> |

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| | <p>Teachers are very influential members of society. Parents and community depend on them to protect, challenge and develop children to become confident and active members of society. Students expect their teachers to be their carer in the absence of parents. This reliance means that staff should be conscious of the beliefs and ideas they express as they could determine a threatening and violent outcome.</p> <p>Students can become fascinated by their teachers if they respect their presence and intellect on certain subjects. They can become dependent on them if they provide them with the support and attention they desire. They could want to participate in actions in order to please their teachers and to feel safe.</p> | <p>those around them.</p> <p>Adults who intentionally share threatening information with children are essentially grooming them for the purpose of causing them harm (and harm to those they are exposed to). This is a form of abuse which identified will be dealt with by those involved in the Safeguarding of children.</p> <p>A child could become obviously attached to a teacher – this is not necessarily dangerous or a problem unless it results in the emotional, spiritual or physical harm to the child. The signs could involve uncharacteristic behaviour and appearance. The child may begin to convey the mannerisms of their teacher. The child could repeat conversations and comments made by the teacher that could be considered as suspicious or inappropriate.</p> <p>It is possible for a teacher to share information during private meetings arranged during the day that defy the school’s policies. If the intention of a teacher is to manipulate a child into taking actions that pose a danger to their welfare, they are breaking a law. Their actions amount to grooming which is a form of abuse.</p> | <p>The school has a policy that recognises the importance of ‘whistle blowing’ as a means of addressing issues and concerns that are not always easy to address. These issues usually relate to the conduct of colleagues and management who are accountable for their decisions/ actions. Staff are therefore able to share any information they attain (whether they are witness to it or if they have learnt it from students, parents or colleagues) with the appropriate person.</p> <p>Any allegations regarding a member of staff will involve the support of Governors. The policy related to Child Protection concerns outline the procedures to be followed in these situations.</p> <p>Parents will be in a position to monitor comments or conversations shared between staff and students. This could be shared verbally during conversation or identified through exercise books.</p> |
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Prevent Training

Our staff and students will receive the training they require in order to keep them informed of matters that threaten our values, both as members of British society and as Muslims. Our students are encouraged to consider themselves as having a responsibility for all of humanity which involves them feeling as though they are members of British society. This is achieved through various practises that are integrated into school policies.

Our Contacts

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