

# The Italia Conti Academy of Theatre Arts Limited

## Extremism and Anti-Radicalisation Policy

### Aims and Objectives

- This policy supports the PREVENT duty for schools as part of the Counter Terrorism and Security Act (2015)
- The policy is part of the overall safeguarding policy
- The school has a zero tolerance of any member of the school engaged in extremist behaviour.
- All members of the school staff are trained and demonstrate an understanding of what type of behaviour constitutes extremist behaviour and are vigilant
- The policy supports and complements the 'British Values set out in the Department of Education guidance, 'Promoting fundamental British values as part of SMSC in schools'
- The policy accompanies other related safeguarding documents including the e-safety and equality policies.

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## **EXTREMISM AND ANTI-RADICALISATION POLICY**

### **Introduction**

**The Italia Conti Academy of Theatre Arts limited** is an inclusive school which provides a safe environment for Students and Children to learn and achieve. As part of these principles, safeguarding is a top priority so that Students and Children can develop without fear of danger or abuse. As part of our safeguarding policies and procedures, we are fully committed to supporting parents and other agencies in preventing Students and Children being exposed to radicalisation. We adhere to the importance of British Values and encourage Students and Children to debate controversial issues. However, all staff are trained to evaluate the distinction between moderate and extremist behaviour.

### **PREVENT**

This is the government strategy to target terrorist groups in the UK and abroad. The main focus is to prevent repeats of terrorist acts such as the devastating attacks that killed 52 people in London on the 7<sup>th</sup> July 2005. There are four strands to the strategy:

- Pursue – to stop terrorist attacks
- Prevent – To stop people becoming terrorists or supporting terrorism
- Protect – to strengthen our protection against a terrorist attack
- Prepare – to mitigate the impact of terrorist attacks

Since 1<sup>st</sup> July, schools now have a duty to safeguard Students and Children from radicalization under the Terrorism and Security Act (2015).

### **Channel**

This is a multi-agency approach to support individuals who are being radicalised by others. Once a person has been identified, positive action is taken by representatives from the police, social care and education to engage the person in alternative activities. They are also given a mentor to help them discuss their views and ideas which is especially useful if they have distorted views on religion or politics.

It is important to highlight that this process is there for genuine concerns about an individual and not someone who has radical ideas about a subject. Many people who begin to show signs that they are being radicalised show other characteristics such as mental health problems, drug or alcohol abuse and other symptoms which make them vulnerable. We must remember that many young people develop opinions and ideas as they become more independent and this does not necessarily mean that they are being radicalised.

### **Aims & Principles**

All staff are committed to safeguarding at the **Italia Conti Academy of Theatre Arts** and are fully aware of the dangers of the radicalisation of Students and Children. This policy supports our responsibility to protect pupils in association with other local and national agencies.

The key principals are that teachers, non-teaching staff and governors will:

- Have received training on this policy and understand the signs related to radicalisation. In addition, they know the procedures in any disclosures or concerns about a student or young person.
- Understand the importance of promoting British Values as part of the ethos of the school and listen to the student about fears or concerns that they may have in light of any terrorist event.

### **Tackling Extremism**

The Italia Conti Academy is a tolerant and safe environment for pupils to learn and achieve. In tackling extremism, we will be vigilant in looking for signs of extremist behaviour and all staff will be aware of the procedures in place for reporting concerning behaviour.

Evidence of extremist behaviour may take the following form:

- Disclosure by pupils about extremist or radicalised behaviour. This could be in the form of exposure to materials outside of school.
- Use of specific terms that are associated with specific ideological views e.g. use of 'hate' language.
- Intelligence reports from local and national agencies regarding the radicalisation of groups of people in a locality.
- Focus on specific narratives that highlight particular extremist views.
- Evidence of accessing online materials (including social media sites) that include extremist materials.
- Refusal to accept views expressed by others which are counter to the schools equality policy.
- Concerns raised by parents or carers about the changing behaviour of their student.
- References to an extremist narrative in pupils work.

### **Making a Judgement**

When making a judgment, staff will ask themselves the following questions:

- Does the student or child have access to extremist influences through the internet e.g. via closed network groups or through liaison with organisations or members of the community?
- Does the student or child possess or actively seek extremist literature/other media likely to incite racial or religious hatred?
- Does the student or child sympathize or support extremist groups or behaviour in their vocal support for terrorist attacks or in their written work?
- Does the student or child's outward appearance suggest a new social, religious or political influence e.g. jewellery, tattoo, clothing?
- Has the student or child been a victim of a race hate or religious crime?
- Has the student or child had major disagreements with peers, family or faith groups which has led to rejection, isolation or exclusion?

- Does the student or child display an irregular and distorted view of religion or politics?
- Does the student or child show a strong objection to specific cultures, races or religions?
- Is the student or child a foreign national awaiting a decision about deportation or immigration?
- Is there an irregular pattern of travel by the student or child's family?
- Has the student or child witnessed or suffered from trauma or violence in a war zone or through sectarian conflict?
- Is there evidence of a relative or family friend having extremist views?

### **Referrals**

In line with our safeguarding procedures, staff are fully aware of reporting extremist behaviour. The following system for referrals is as follows:

- Any disclosures or concerns of extremist behaviour should be referred to the named Designated Safeguarding Lead/Officer **Ms Beverley Thomas**
- All incidents will be investigated in line with current policies and evidence will be recorded and retained for school records.
- Parents/carers will be contacted and the issue will be discussed with them to investigate whether there are any mitigating home circumstances. A decision will be made at this meeting to look at any further external agency support and whether a referral should be made.
- The DSO will follow up any referrals and the student or young person will be monitored for a period of time to look at whether there has been any change in attitude or behaviour. Parents/carers will be consulted during this period of time.
- If concerns are still expressed, the DSO will contact the local Prevent Co-ordinator [Rebecca.Skellett@islington.gov.uk](mailto:Rebecca.Skellett@islington.gov.uk) Telephone: 07710854054 to discuss the next steps.

### **Curriculum/British Values**

**The Italia Conti Academy** provides a broad and balanced curriculum and pupils are encouraged to discuss different issues but have respect and tolerance for those with different views. The PHSE (Personal Health & Social Education) curriculum enables Students and Children to learn about their emotional and social wellbeing which includes ways to understand the processes of radicalisation and grooming.

In Citizenship Students and Children are able to look at relevant news stories and relate this to the rule of law and democracy. As part of Religious Education, pupils learn about different religions and gain skills around tolerance and respect for diversity in the UK. Finally, in the Computing curriculum, pupils learn about keeping safe when they are on the internet and understanding the need to keep personal information private.

Within all these subject areas, pupils learn about the importance of British values and why they are important for a fair and equal society. These are also part of our system for electing school council members and the decisions that pupils are able to make when they are asked for their opinion.

### **ICT Services**

The Academy employs a full time IT manager **Andrew Dickinson** who is committed to safeguarding Students, Children and staff when using the school network. The ICT infrastructure has a filtering solution in place to block inappropriate content and if a breach occurred and access to radicalisation material happened, the school would follow its e-safety incident management procedure to blacklist the site.

### **Use of External Speakers**

Vetting of all external speakers would follow our safeguarding procedures and we would not allow any such speaker that undermined the principles and ethos of the British Values endorsed by the school.

### **Staff Training**

Staff will receive safeguarding and student protection training at least every two years in line with the relevant policies. Anti-radicalisation will also be incorporated into e-safety training and will be updated in line with emerging online behaviours.

### **Policy Review**

This policy is linked to the safeguarding/student protection policy and will be reviewed at least every two years. The next planned date for review is **October 2016**

### **Definitions**

#### Radicalisation

is a process by which an individual or group comes to adopt increasingly extreme political, social, or religious ideals and aspirations

#### Extremism

the holding of extreme political or religious views

#### Propaganda

information, especially of a biased or misleading nature, used to promote a political cause or point of view

#### Terrorism

the unofficial or unauthorized use of violence and intimidation in the pursuit of political aims

#### Bias

inclination or prejudice for or against one person or group, especially in a way considered to be unfair

Refugee a person who has been forced to leave their country in order to escape war, persecution, or natural disaster

Migrant

a person who moves from one place to another in order to find work or better living conditions

ISIS/Daesh

is a Wahhabi/Salafi jihadist Islamic extremist militant group. It is led by and mainly composed of Sunni Arabs from Iraq and Syria

Far Right

Far-right politics are right-wing politics to the right of the mainstream centre right on the traditional left-right spectrum. They often involve a focus on tradition as opposed to policies and customs that are regarded as reflective of modernism.

### **Additional Materials**

PREVENT Duty Guidance

<https://www.gov.uk/government/publications/prevent-duty-guidance>

Department Of Education - Protecting Students and Children from radicalisation: the prevent duty

[https://www.gov.uk/government/publications/protecting-Students\\_and\\_Children-from-radicalisation-the-prevent-duty](https://www.gov.uk/government/publications/protecting-Students_and_Children-from-radicalisation-the-prevent-duty)

2010 to 2015 government policy: counter-terrorism

<https://www.gov.uk/government/publications/2010-to-2015-government-policy-counter-terrorism/2010-to-2015-government-policy-counter-terrorism>

Department of Education – Keeping Students and Children safe in education

[https://www.gov.uk/government/publications/keeping-Students\\_and\\_Children-safe-in-education--2](https://www.gov.uk/government/publications/keeping-Students_and_Children-safe-in-education--2)

Department Of Education & Home Office – The use of social media for online radicalisation

<https://www.gov.uk/government/publications/the-use-of-social-media-for-online-radicalisation>