

# Oxford International English Schools: Tackling Extremism and Radicalisation Policy

This policy should be read with the following documents and guidance papers:

*PREVENT Strategy HM Gov*

*Keeping Children Safe in Education DfE 2016*

*Working Together to Safeguard Children HM Gov2013*

## 1 Policy Statement

OIEG is fully committed to safeguarding and promoting the welfare of all its students. We recognise that safeguarding against radicalisation and extremism is no different in principle 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 vulnerable individuals from being radicalised or exposed to extremist views, by identifying who they may be and outlining support strategies.

## 2 Other policies

*This policy makes reference to the following national guidelines on PREVENT Strategy HM Gov, Keeping Children Safe in Education DfE 2016, Working Together to Safeguard Children HM Gov2013 and should be read with our policies on:*

- *Safeguarding, Behaviour Policy, E-Safety Policy.*

## 3 Aims and Principles

The OIJP Extremism and Radicalisation 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.

The objectives are that:

- All Directors, Managers, Teachers, Activity Leaders and other non-teaching staff will have an understanding of what radicalisation and extremism is and why we need to be vigilant in our schools;
- All staff will know what the school policy is on tackling extremism and radicalisation and will follow the policy guidance should issues arise;
- All agents and the parents/carers of students will be made aware that our schools have policies in place to keep pupils safe from harm and that the schools regularly review our systems to ensure they are appropriate and effective. The key policies will be published on our website.

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

**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.

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

There are a number of behaviours which may indicate a student 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 an extremist 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:
  - 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 Procedure for Referrals

- 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 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;

- All staff in our schools are trained in Safeguarding and Child Protection and all staff are aware of the Safeguarding Lead in the school and the OIEG Designated Safeguarding Lead (David Wilkins), and the routes for making referrals;
- The OIEG 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 – Dealing with referrals);
- 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 by the OIEG Designated Safeguarding Lead.

## **6 Principals as Designated Safeguarding leads (DSL's), their deputies and staff**

- School Principal in Brighton, Oxford and Greenwich and their designated deputies are the leaders for referrals relating to extremism and radicalisation. In the unlikely event that neither are available, all staff know the channels by which to make referrals via information provided to them in training and on shared drives.
- Staff will be fully briefed about what to do if they are concerned about the possibility of radicalisation relating to a student, or if they need to discuss students whom they consider to be vulnerable to radicalisation or extremist views.
- School Principals and their designated deputies and any relevant member of staff concerned will work with external agencies where necessary to decide the best course of action to address concerns which arise.

## **7 The Role of the Curriculum**

- Our curriculum is broad and balanced. It 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.
- It is recognised that students 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.

## **8 Staff Training**

- Through training 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 students are resilient and able to resist involvement in radical or extreme activities.

## **9 Visitors and the Use of School Premises**

- Upon arriving at the school, all visitors including contractors, will be given an ID which contains information on who the Safeguarding leads are and how to report any concerns which they may experience. They will be told to refer any concerns to Reception or to any of the safeguarding staff identified on posters in classrooms
- 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 and terminate the contract and may contact appropriate authorities.

## **10 E-safety**

- Students are informed via posters in the centre and during their induction about how to staysafe when using the internet. We ensure sites known to be unsafe cannot be accessed via internet provision in the schools.
- Through tracking software we keep a log of all websites visited through our wifi and servers. This is monitored and data gained is safely and appropriately stored or deleted.

## **Appendix 1 – Dealing with referrals**

We are aware of the potential indicating factors that a child or an adult 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 prejudicial behaviour the following system will be followed:

- All incidents of prejudicial behaviour will be reported directly to the appropriate person. Any referrals will follow the OIEG reporting procedures to the Designated Safeguarding Lead (David Wilkins) or deputy.
- All incidents will be fully investigated and recorded in line with the Behaviour Policy and records will be kept in line with procedures for any other safeguarding incidents;
- In the event of a referral relating to serious concerns about potential radicalisation or extremism we will contact the appropriate authorities

## **Appendix 2 - Additional materials which may be of help**

- The Prevent Strategy, GOV.UK – Home Office
- Keeping Children Safe in Education DfE2016
- Working Together to Safeguard Children HM Gov2013
- Learning Together to be Safe: a Toolkit to Help Schools Contribute to the Prevention of Violent Extremism was published in 2008 by the Department for Children, Schools and Families (DCSF), a predecessor of the Department for Education