

**IMAM ZAKARIYA PRIMARY SCHOOL**

**PREVENTING AND PROTECTING PUPILS**

**FROM VIOLENTS EXTREMISM POLICY**

**DATE REVIEWED: 28<sup>TH</sup> OCTOBER 2017**

**DATE OF NEXT REVIEW: 28<sup>TH</sup> OCTOBER 2018**

## **PREVENTING AND PROTECTING PUPILS FROM VIOLENT EXTREMISM**

### **1. Introduction**

Imam Zakariya Academy recognises that it has a duty of care towards its pupils and the Safeguarding against extreme radicalisation that may leave them vulnerable to violent extremism, is one of those duties.

#### **What is Prevent?**

The Government's National Prevent strategy aim is to:

Stop people from becoming terrorist or supporting terrorism.

This is supported by 3 specific objectives:

- Respond to the ideological challenge of terrorism and the threat we face from those who promote it.
- Prevent people from being drawn into terrorism and to ensure they are given advice and support (Individuals)
- Work with wide range of sectors and institutions (including education, faith, health and criminal) where there are risks of radicalisation which need to address (institution)

#### ***This policy aims to:***

- Make it clear that:
  - ❖ Violent extremism is not part of the Islamic faith
  - ❖ There is no place for extremism in Imam Zakariya Academy including expression of extremist views vocal or active which are opposed to Fundamental British Values
- Protect all pupils from harm and to ensure that they are taught in a way that is consistent with the law and the British values of tolerance, democracy and liberty.
- Address both Awareness of Prevent and the risks it is intended to.
- Enable pupils to explore issues like terrorism and the use of violence in a considered and informed manner.
- Facilitate understanding of wider issues within the context of learning about the values on which our society is founded and our system of democratic government
- Make pupils aware about extreme views and about those who hold them and why these are islamically wrong.

This policy describes the activities Imam Zakariya Academy will undertake in order to ensure that pupils attending the school are safeguarded against being influenced by those who hold violent and extreme views:

- Ensure all pupils within the school have a voice that is listened to, for example by having democratic processes such as school council whose members are voted in by the pupils;
- Organise visits to local councils, Parliament and places of worship of other faiths, and encourage contacts with those of other faiths, in political or local office;
- Work with Newham Prevent Team to provide adequate awareness training for all staff.
- Teach through PSHCEE and circle time using materials that emphasise the strengths and weaknesses of democracy in contrast to other forms of government in other countries and how democracy works in Britain.

## **2. Staff**

### **The School will**

- ❖ Strictly apply its Safer Recruitment procedures which include DBS checks and references which are in line with *'keeping children safe in Education April 2014'*
- ❖ Ensure teachers do not use teaching materials which may encourage intolerance.
- ❖ Ensure pupils are not encouraged by teachers or visitors to the school to support extremist views of any form.
- ❖ Provide regular staff training, including newly qualified staff when undergoing induction on the practice of the policy within the school.
- ❖ Regularly monitor staff conduct and where necessary, i.e. in extreme cases where it is felt that the staff is a cause for concern, the school will contact the relevant authorities (Prevent Team, local Police enforcement etc.) for advice on the matter.

## **3. Recognising Extremism and Radicalisation**

**3.1** The following guidance is written with regard to the Home Office guidance “Channel: Protecting Vulnerable People from Being Drawn into Terrorism” and “Channel: Vulnerability Assessment Framework”.

**3.2 Engagement:** Example needs, susceptibilities, motivations and contextual influences that make individuals **vulnerable** to engagement with an extremist group, cause or ideology include:

- ❖ feelings of grievance and injustice
- ❖ feeling under threat
- ❖ a need for identity, meaning and belonging
- ❖ a desire for status
- ❖ a desire for excitement and adventure
- ❖ a need to dominate and control other
- ❖ susceptibility to indoctrination
- ❖ a desire for political or moral change
- ❖ opportunistic involvement
- ❖ family or friends involvement in extremism
- ❖ “X” being influenced or controlled by a group
- ❖ “X” “relevant mental health issues

**3.3 Example indicators that an individual is engaged with an extremist group, cause or ideology include:**

- ❖ “X” spending increasing time in the company of other suspected extremists
- ❖ “X” changing their style of dress or personal appearance to accord with the group
- ❖ “X” their day-to-day behaviour becoming increasingly centred around an extremist ideology, group or cause
- ❖ “X” loss of interest in other friends and activities not associated with the extremist ideology, group or cause
- ❖ “X” “possession of material or symbols associated with an extremist cause (e.g. the swastika for far right groups)
- ❖ “X” “attempts to recruit others to the group/cause/ideology
- ❖ “X” ‘communications with others that suggest identification with a group/cause/ideology.

**3.4 Intent to cause harm:** Not all those who become engaged by a group, cause or ideology go on to develop an intention to cause harm, so this dimension is considered separately. Intent factors describe the mind-set that is associated with a **readiness to use violence** and address what the individual would do and to what end. They can include:

- ❖ over-identification with a group or ideology
- ❖ ‘Them and Us’ thinking
- ❖ dehumanisation of the enemy
- ❖ attitudes that justify offending
- ❖ harmful means to an end
- ❖ Harmful objectives.

**3.5 Example indicators** that an individual has an *intention to use violence* or other illegal means include:

- ❖ clearly identifying another group as threatening what they stand for and blaming that group for all social or political ills
- ❖ using insulting or derogatory names or labels for another group
- ❖ speaking about the imminence of harm from the other group and the importance of action now
- ❖ expressing attitudes that justify offending on behalf of the group, cause or ideology condoning
- ❖ or supporting violence or harm towards others
- ❖ Plotting or conspiring with others.

**3.6 Capability to cause harm:** Not all those who have a wish to cause harm on behalf of a group, cause or ideology are capable of doing so, and plots to cause widespread damage take a high level of personal capability, resources and networking to be successful. What the individual is capable of is therefore a key consideration when assessing risk of harm to the public. Example indicators that an individual is capable of directly or indirectly causing harm include:

- ❖ “X” having a history of violence
- ❖ “X” being criminally versatile and using criminal networks to support extremist goals
- ❖ “X” having occupational skills that can enable acts of terrorism (such as civil engineering, pharmacology or construction)
- ❖ “X” having technical expertise that can be deployed (e.g. IT skills, knowledge of chemicals, military training or survival skills)

#### **4. Overview**

IZA will achieve the aims of this policy through variety of activities throughout the lifetime of the Primary school (Below is a sample of activities which among others can take place in school)

	<b>When</b>	<b>Activity detail</b>	<b>Where</b>	<b>Monitored by</b>
1	Throughout the school life	Teach Islamic values of Forgiveness, Helpfulness, Generosity, Respect, Humility, Neighbourliness	Across the curriculum PSHCEE Trips	HT/PR/DHT/ Islamic Co-od/
2	Throughout the school life	Teach about Prophet's (SAW) love all mankind giving specific authentic <ol style="list-style-type: none"> <li>i. Examples of the Qur'anic text</li> <li>ii. Examples from Hadith</li> <li>iii. Examples from the life of sahabas (ra)</li> </ol>	Across the curriculum PSHCEE Assemblies	HT/PR/ Islamic Co-od/DHT
3		Engagement with other faiths groups	Interfaith week/programme including visits to the places of worship and school sharing assembly with local school Wood grange primary - (Ramadhan)	HT/ PR/ Islamic Co-od/ DHT
4		Teachers plans to include British Values School displays Visits to Parliament, GLA and etc	PSHCEE - school activities i.e. school council elections	HT/PR/ Islamic Co-od/DHT/ All teaching staff.
5		<u>Projects:</u> <ul style="list-style-type: none"> <li>● Fund Raising- to instil culture of caring for others</li> <li>● Cross curricular Annual Day- to appreciate others' cultures</li> <li>● Raising money for local charities</li> <li>● Street clean</li> <li>● Themed weeks- Famous women in Society and</li> </ul>	Various Days at the school  Spring term ii  Raising Funds for Local Charities Cancer You are not alone(CYANA)	HT/PR/ Islamic Co-od/DHT/ All teaching staff

		their contribution and etc		
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If it found, in any of these or any other school activities that any pupils or groups of pupils agree with the radical narrative then special intervention programmes will be put into place. This will include 1 to 1 mentoring and additional religious literacy to counter the radical and violent extremist narrative.

There will be regular monitoring of the pupil and where necessary, i.e. in extreme cases where it is felt that the pupil (so is highly vulnerable)

- ❖ The School will inform the trustees and the parents of the pupil/s
- ❖ The relevant authorities ( Prevent Team, Local Police Enforcement) may be contacted for advice/action should the need arise

**The above is to apply to all staff members**

This policy is in an integral part of the Safeguarding arrangements of the school. Please refer to our Child Protection Policy for the full procedural framework on our Child Protection duties. Staff at Imam Zakariya Academy will be alert to the fact that whilst Extremism and Radicalisation is broadly a safeguarding issue there may be some instances where a child or children may be at direct risk of harm or neglect. For example; this could be due to a child displaying risky behaviours in terms of the activities they are involved in or the groups they are associated with or staff may be aware of information about a child’s family that may equally place a child at risk of harm. (These examples are for illustration and are not definitive or exhaustive) Therefore all adults (including visiting staff, volunteers’ contractors, and students on placement) are required to report instances where they believe a child may be at risk of harm or neglect to the Designated Safeguarding Lead.

At Imam Zakariya Academy, our Child Protection reporting arrangements are set out fully in our Safeguarding Policy. Please refer to the Safeguarding Policy for recording, reporting and making referrals when concerns arise.

**Related Policies**

- ❖ Safeguarding
- ❖ Curriculum
- ❖ PSHcEE
- ❖ Whistleblowing

- ❖ SMSC
- ❖ Missing child
- ❖ Radicalisation Risk Assessment
- ❖ Esafety

This policy will be updated annually or when any new legislation come into place as to be in line with new guidance

**\*\*\*\* Updated 28th October 2017**

**Signature and Date: Head teacher:.....**

**Signature and Date: Chair of Governors:.....**