



**Wallington**  
County Grammar School

## Anti-Radicalisation Policy

**Policy Area**  
Key Document

**Version**  
Final

**SLT Lead**  
Deputy Headteacher

**Adopted by the Full Governing Body**  
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**Next Review**  
December 2017

### Policy Statement

Wallington County Grammar School is fully committed to safeguarding and promoting the welfare of all its pupils. As a school we recognise that safeguarding against radicalisation is no different from safeguarding against any other vulnerability. 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.

We support and adhere to the latest guidance from the DfE which requires schools to actively promote British values and to ensure that pupils are encouraged to regard people of all faiths, races and cultures with respect and tolerance.

Our zero tolerance approach to extremism and terrorism includes interventions, exclusions and involving third parties such as the police. As is our responsibility under law, we will do our utmost to safeguard our pupils from being drawn into extremism and terrorism.

- We will always take allegations and concerns of radicalisation and/or terrorism seriously.
- We will work with local religious and cultural organisations to instil a strong sense of identity in our pupils, as well as a clear place and purpose within the school.
- We will record all internet activity that takes place on site, and on any school computers, laptops and tablets off site, and establish appropriate filters to protect children from terrorist and extremist material online.
- Our school is stronger thanks to our open, multi-faith and multi-racial community. We will always aim to integrate and engage every child within the school community, and in the wider community.
- We will monitor and assess incidents which suggest pupils are engaging with, or are at risk of engaging in extremist activity and/or radicalisation.
- Where a pupil has been identified as at risk of radicalisation, our school will take action proportionate to the incident/risk.

## Links to other policies

This policy has been created in connection to our Behaviour Policy, Safeguarding and Child Protection Policy and our British Values Policy.

## Aims and Principles

The Wallington County Grammar 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. We protect the right to freedom of expression. This policy is not intended or designed to restrict or prevent legitimate and lawful congregation or debate.

The objectives are that:

- All governors, teachers, and non-teaching staff will have an understanding of what radicalisation is and why we need to be vigilant in school.
- All governors, teachers, 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 pupils will know that the school has policies in place to keep pupils safe from harm and that the school regularly reviews its systems to ensure they are appropriate and effective.

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.

We encourage any pupil, parent, staff member or member of the wider school community to let our designated safeguarding officer know if they have concerns about:

- Pupils becoming radicalised.
- Groups, clubs or societies with extremist or radical views.
- Friends and/or families of pupils becoming radicalised or involved in extremism.
- Pupils planning to visit known areas of conflict.
- Members of the school and wider community attempting to draw young and/or vulnerable pupils into extremism.

## Definitions and Indicators

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

**Radicalisation** – is defined as the process by which an individual or group comes to adopt increasingly extreme political, social, or religious ideals and aspirations.

**Fundamental British values** – are a set of expected standards by which people resident in the United Kingdom must live.

There are a number of behaviours which may indicate a child is at risk of being radicalised or exposed to extreme views. These include:

- Displaying feelings of grievance and injustice or feeling under threat

- Searching for identity, meaning and belonging or demonstrating a growing desire for status amongst their peers e.g. changing their style of dress or personal appearance to accord with the group
- Loss of interest in other friends and activities not associated with the extremist ideology, group or cause.
- Spending increasing time in the company of other suspected extremists
- Day-to-day behaviour becoming increasingly centred on an extremist ideology, group or cause.
- Possession of materials or symbols associated with an extremist cause.
- Displaying a need to dominate and control others - e.g. attempts to recruit others to the group/cause
- Communication with others that suggests identification with a group, cause or ideology; this could be opportunistic involvement or relating to family or friends involved in extremism
- 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
- Relevant mental health issues.

## Procedures for Referrals

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.

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.

The Designated Person or another member of the Senior Leadership Team will deal swiftly with any referrals made by staff or with concerns reported by staff. The Headmaster and Senior Leadership Team 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)

We have strong relationships with our local safeguarding children board (LSCB) and local police and will not hesitate to involve them at the earliest opportunity if safeguarding issues arise.

## The Role of the Curriculum

Our curriculum promotes respect, tolerance and diversity. Children 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.

Our Wellbeing provision is embedded across the curriculum, and directs our assemblies and underpins the ethos of the school. It is recognised that children with low aspirations are more vulnerable to radicalisation and therefore we strive to equip our pupils with confidence, self-belief, respect and tolerance as well as setting high standards and expectations for themselves.

Children 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.

## Staff Training

Through INSET 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 children are resilient and able to resist involvement in radical or extreme activities.

## Appendix 1 – Dealing with referrals

In the event of prejudicial behaviour:

- All incidents of prejudicial behaviour will be reported directly to the Designated Person for child protection or in their absence any member of the Senior Leadership Team.
- All incidents will be fully investigated and recorded on SIMS as a Vulnerable Pupil concern.

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 meeting is kept alongside the initial referral on SIMS. The Designated Person will follow up any 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, serious incidents will be discussed and referred to the Local Sutton Safeguarding Board.

In the event of a referral relating to serious concerns about potential radicalisation or extremism, the school will contact Sutton Police.

## Additional materials

1. Prevent strategy, GOV.UK – Home Office (Adobe pdf file)  
[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/97976/prevent-strategy-review.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/97976/prevent-strategy-review.pdf)
2. 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.
3. Promoting British Values -  
[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/380595/SMSC\\_Guidance\\_Maintained\\_Schools.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/380595/SMSC_Guidance_Maintained_Schools.pdf)