

Introduction

Extremism is defined by the government as a "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".

The duty of KAA is therefore:

- To safeguard students by being on the alert and knowing the action to take if evidence of radicalisation arises.
- To pre-empt any inclination to radicalisation through an effective curriculum and extra-curricular activities and through an ethos that promotes fundamental British values.

This policy is therefore in two parts:

- Management for when an example of extremism is brought to staff attention.
- Prevention.

Examples of extreme behaviour that must be reported are as follows:

This is not an exhaustive list and staff should report any behaviour that concerns them even if it is not directly referred to on this list.

Verbal Comments:

Comments which denounce certain groups or give support to violent actions

- Heard praising terror attacks such as 9/11, Woolwich or 7/7.
- Makes comments such as 'there are too many Muslims in this country'.
- Speaks of martyrdom.
- Overheard talking about 'Kafir', 'Infidel' or 'Non believers'.
- Often talks about other faiths/cultures in a disparaging fashion.
- Praises ISIS or Jihadi's and their actions.
- Is overheard making comments regarding war and terror in the fashion of 'an eye for an eye'.
- Praises Hitler or other extreme figureheads.

Actions:

- **Peer Actions.**
- Student isolates him/herself from their friends suddenly.
- Claims the people they used to be friends with are 'not religious enough'.
- Refusing to engage in everyday class activities claiming them to be 'Haram' (undesired, unholy or un-Islamic).
- Refusing to work with people they consider to be 'non believers'.

- **Personal Beliefs.**

- Claims that they would 'fight for their people' in foreign countries.
- A pre occupation with the wars in other countries and extreme views on foreign policy.
- Expressing the sentiment that Jewish or other products from a culture that isn't their own should be boycotted.
- A pre occupation with conspiracy theories absolving their culture or religion from any blame or justifying extreme actions.

- **Communication.**

- Drawing inflammatory images such as swastikas or logos linked to extremist groups.
- Using social media to engage with or publicise extreme sentiments.
- Writing anything in classwork or homework that expresses any extreme sentiments. This includes creative writing.

It is important for staff to remember that anything that raises questions about potential extremism should be instantly referred on. It is always better to be over cautious.

Management

Staff trained on how to identify extremist behaviour. This includes identification of any extremist words used in emails sent between students. ICT manager will maintain an up to date list of potential words.

Staff member identifies a potential risk or example of extremist behaviour.

Statement and evidence sent to G. Hitchcock for collation. B. Malik, Safe guarding officer, informed of incident and action agreed. A specific paper file is updated to monitor outcomes. Principal to be consulted if necessary.

G.Hitchcock liaises with Jake Butterworth (Tri-Borough Prevent officer) on behalf of the school.

Tri borough Prevent officer assess the risk and decides whether to refer case further. G.Hitchcock will attend all meetings with the Home Office to monitor the case and report back to the child protection officer. Once everyone is satisfied that the student is no longer vulnerable to radicalisation the case will be closed.

Prevention.

KAA actively promotes pupils’ spiritual, moral, social and cultural development through a blend of both curriculum materials and extra-curricular activities. This approach also enables KAA to actively promote fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs.

Promoting British Values:

British Value:	How does KAA promote this?
<p>Democracy “A state of society characterized by formal equality of rights and privileges.” I.e. Making decisions together.</p>	<ul style="list-style-type: none"> • Students elect a student council to represent the voice of the student body. • Changes suggested by the student council are implemented once agreed by the Principal. For instance a ‘girls only’ day on the MUGA. • Students may voice any concerns to their form representative. • Election of parent governor. • Election of a staff governor. • Addressed in British Values assembly by GHK.
<p>Key Challenges to consider:</p> <ul style="list-style-type: none"> • Some students may come from countries who do not have democracy implemented. Some students may come from countries ruled by dictatorship. – <i>The importance of democracy is raised in assemblies throughout the year, student council addresses all issues raised by students. Students are encouraged to raise all concerns they have with their form representative. Examples of dictatorships and the dangers of them are highlighted in assemblies.</i> • Some students may come from cultural backgrounds whereby men and women are not considered equal. <i>PSHE made specifically to address gender inequality and the equal rights of men and women. Human Rights and equality are addressed through History and RE.</i> • Parents unable to speak English which may potentially exclude them from partaking in voting in the general elections. <i>LKH coordinates activities which have surrounded the General Election in 2015 and the Referendum as well as tutor activities for the General Election this year. Morning reading articles and activities have surrounded all political elections.</i> • Area of heavy social deprivation (higher than average levels of FSM). Demographically these are the families least likely to vote in the general elections. <i>The importance of voting for change is highlighted by the high profile of the student council and the vote for Head Boy/Head Girl. This is addressed through year groups and by tutors in form time. RBD/LKH prepare resources for tutors to use to highlight the importance of voting for change.</i> • Some students may view that democracy goes against their religious views, i.e. people should not vote as there is only one true way to behave and that is through religious 	

rules/law. *This is addressed directly in RE whereby students are taught as part of the curriculum that Muslims are obliged to live by the law of the country that they are living in as long as the country does not teach them to commit sin.*

Rule of Law

“The principle that all people and institutions are subject to and accountable to law that is fairly applied and enforced; the principle of government by law.”

i.e. understanding that rules matter.

- Behaviour policy used by all staff ensures just allocation of punishment and reward.¹
- Rewards prizes and trips to promote good behaviour.
- All students sign home/school agreement.²
- Students educated on joint enterprise and the dangers of Gang culture.
- PSHCE lessons delivered on the law and why it is there to keep us safe.
- Addressed in British Values assembly by GHK.

Key Challenges to consider:

- There is a great suspicion of the intentions of the law in the surrounding area. Many students have not had good experiences with the law and many have family members in prison. *The school has good engagement with local PCSO's who are often outside of school and come in on occasion to speak to individual students/support the school. Students with relatives in prison are offered counselling with Place2be to avoid resentment being misplaced.*
- Many students have perceptions that the police are fundamentally racist as many have had unpleasant experiences of 'stop and search' in some areas this has led to a culture of 'them and us'. *Assemblies on the importance of law and order. DBN assembly on the importance of an ordered society. RPY assembly on academic achievement regardless of background.*
- There is a heavy gang culture in the area and some students have been identified as belonging to gangs. *Gang workshop organised for 18th of May with follow up PSHE lessons on the dangers of joining gangs and the implications of joint enterprise.*
- This area of West London was heavily hit by the riots in 2011 and thus in some cases there is an underlying resentment of the law. *Assemblies on how poor education and lack of opportunities led to rioting, importance of an ordered society for individual success addressed.*
- Some students may have come from countries where they have had to escape the corruption exhibited by the law. *British values assembly (GHK) highlights the importance of how fortunate we are to live in Britain with a law which keeps us safe. Case studies of unsafe countries with a corrupt law are addressed.*
- Some students may reject the rule of law as un-Islamic. *This is addressed directly in RE whereby students are taught as part of the curriculum that Muslims are obliged to live by the law of the country that they are living in as long as the country does not teach them to commit sin.*

¹ See school behaviour policy.

² Please see copy of home/school agreement.

Liberty

“Freedom from control, interference, obligation, restriction, hampering conditions, etc.; power or right of doing, thinking, speaking, etc., according to choice.”

I.e. freedom for all.

- English schemes cover speeches made by individuals who fought for freedom. E.g. Martin Luther King, and Ghandi.
- KAA curriculum is based around the concept of ‘Fertile questions’ that learning is a problem to be solved. Each half term a new FQ is launched and learning builds up to encourage children to have their own opinion.
- Teaching and Learning policy contains information on how to encourage each child to think and express themselves individually.
- Behaviour policy ensures all children feel comfortable expressing themselves in class.
- KAA staff are trained in the ‘growth mindset’ mentality.
- Teaching and learning fosters a ‘questioning culture’ which encourages open questions.
- Addressed in British Values assembly by GHK.

Key Challenges to consider:

- Some students are taught at home not to question the authority of religion. *RE curriculum based around fertile questions and a critical realist pedagogy. All assessments in RE have an evaluative element to religious practice and faith claims.*
- Some students come from cultural backgrounds whereby men and women are not deemed equal and thus women are not expected to have the same future as men with regard to job opportunities and career prospects. *Trips have been organised purely to meet key women in business. Female governors play an important role in judging house competitions. Houses are named after women who have made an impact on history.*
- Some parents have a perception of British education as being fundamentally racist. *Apartheid and the Jim Crow Laws are addressed in History as well as RE. Specific figures of black empowerment are including within the curriculum including Hailie Selassie, Martin Luther King, Nelson Mandela, Maya Angelou, Malcolm X, and Rosa Parks etc.*
- Too much freedom for all could result in offending others and undertaking hate speech. *Rules are agreed between students and teachers for PSHE, RE rules are reiterated at the start of every term, everyone has the chance to be heard but everyone has the chance to be respected.*

Respect

“Esteem for or a sense of the worth or excellence of a person”

I.e. Treat others as you would like to be treated.

- Staff are trained in ‘restorative justice’ practices. This approach encourages students to be honest about their actions, understand their impacts upon others, and to seek resolutions to past grievances.
- KAA student pledge states that students must fulfil their potential as citizens which includes respect for others.
- KAA Student induction week, students did a whole session on what it means to be a good

	<p>citizen including celebrating and respecting diversity.</p> <ul style="list-style-type: none"> • Respect and citizenship is a key element in many assemblies. • Family dining means that each child is given a different 'dining' role. They must have respect for one another in order for this to work. • Debate mate enrichment encourages listening to one another and mutual respect for other opinions. • Merits and commendations are rewarded for good behaviour and respect. • Addressed in British Values assembly by GHK.
<p>Key challenges to consider</p> <ul style="list-style-type: none"> • Some students come from backgrounds where positive behaviour is not praised or rewarded and family members solve disputes by shouting. <i>High emphasis on reward with a rewards assembly at the end of every term with rewards for achievement and effort separately addressed.</i> • Understanding of 'respect' is different in the gang culture favoured by the local area. This may be a negative external influence on the students. <i>KAA operates 'restorative justice' as part of the behaviour step system which allows for disputes to be resolved respectfully and calmly.</i> • Parents have expressed to the school difficulties in managing their children at home claiming that they have no respect for authority. <i>More challenging students assigned a learning/behaviour mentor who maintains a close relationship with families to repair relationships/offer suggestions.</i> <i>School maintains very good links with Early Help services for more personalised help.</i> 	
<p>Tolerance "A fair, objective, and permissive attitude toward opinions, beliefs, and practices that differ from one's own." I.e. Treat others as you would like to be treated.</p>	<ul style="list-style-type: none"> • Tolerance via assemblies. DBN delivered assembly on 'Love thy Neighbour' • Rewards given out in assemblies for those students who have helped others. • Grandin Centre promotion • All students were delivered a lesson on understanding Autism, Down syndrome and SEN by NDM and SDE • Anti-bullying Week delivered by LKH. • Homosexuality addressed in PSHE and RE. • Addressed in British Values assembly by GHK. • 'Reflection room' made available to all faiths. Friday prayer is led in the sports hall. • Students in RE frequently explore similarities in religions.

Key Challenges to consider:

- Some students come from backgrounds whereby certain lifestyle choices e.g. Homosexuality are not considered acceptable for religious or cultural reasons. *Homosexuality and Religious tolerance specifically addressed on separate days in anti-bullying week. In RE students look at examples of more moderate religious believers who believe you can be gay and religious.*
- There have been instances where students have publically identified as being homosexual and other students have expressed that their parents no longer wish them to be friends for religious reasons. *DOLS settle friendship disputes by having 1:1 restorative conversations. Homosexual hate speech or bullying leads to exclusion whereby expectations are reiterated in a reintegration meeting.*
- Some students choose to speak to one another in their home language e.g. Arabic which excludes those who do not speak it. *Students politely reminded by staff to speak English so everyone can be included, failing this the behaviour system applies.*
- Current affairs and national/world events can often have an effect on pupil's views on tolerance. *World issues are tackled directly through morning reading and the newspaper articles MJS sends. Students can air their concerns about world events directed by the teachers to reach an appropriate opinion/conclusion. Donald Trump is directly addressed in assemblies as not showing KAA core values.*

Promoting spiritual, moral, social and cultural development

SMSC	How does KAA promote this?
Spiritual Development <ul style="list-style-type: none">• Reflecting on their own beliefs.• Respect for other peoples feeling and values.• Learning about the world around them.• Imagination and creativity in learning.• Reflecting on experiences.	<ul style="list-style-type: none">• PSHCE• Creativity is a core value and is something that is celebrated with rewards at end of term assemblies. Students also receive specific creativity merits.• Assemblies for key religious practices.• Authorised day off for religious observance e.g. Eid
Moral Development <ul style="list-style-type: none">• Understanding the consequences of right and wrong.• Respecting civil and criminal law.• Offering reasoned views on ethical issues and being able to understand the viewpoint of others.	<ul style="list-style-type: none">• Curriculum model of fertile questions.• House debating.• RE lessons cover a wide range of ethical issues and dilemmas. Each lesson is centred on an evaluation question which encourages student to consider the point of view of another.• When sent out of a lesson to IE, students have to do a self-reflection on why their behaviour was wrong.

	<ul style="list-style-type: none"> • RE yr7 scheme of work on introduction to ethics. • Summer 2016 stretch project was 'an idea to change the world'.
<p>Social Development</p> <ul style="list-style-type: none"> • Communication with other people from a wide variety of different religious, ethnic and socio-economic backgrounds. • Volunteering, cooperating well with others and being able to resolve conflicts effectively 	<ul style="list-style-type: none"> • House charity week. • Volunteering to take part in house systems. • Family Dining. • West London Citizens • Enrichment. • House Drama • House Music • House Debating • Frequent assemblies on the theme of citizenship.
<p>Cultural Development</p> <ul style="list-style-type: none"> • Understanding and appreciation of a wide range of cultures within school and further afield. • Showing respect for and being willing to celebrate cultural diversity. • Knowledge of Britain's parliamentary systems. • Knowledge about culturally harmful practices such as FGM. 	<ul style="list-style-type: none"> • Planned assemblies, which make reference to religious celebrations. • Planned Black History month(October), which also consist of • History curriculum, "Does God make a choice in war?" explores the development of the existing parliamentary systems. • Holocaust and Remembrance Day assemblies. • Ramadan Assembly • PSHCE scheme of work for yr7 addressing the issue of FGM. • RE schemes of work addressing current political affairs and multicultural Britain. • At least one RE lesson in every scheme of work looks at beliefs in the UK today.

Action Plan 2017/18:

Action point:	Date for completion	Member of staff responsible
GHK to ensure that all departments have completed an assessment of where they are tackling British Values through the curriculum.	October 2017	GHK/HODs
GHK to ask the borough for an up to date list of vocabulary linked to	October 2017	GHK

extremism. NKS to be sent a list of words linked to extremism to be included in the ICT system. This will monitor extremist communication in student emails.		
New staff to be trained on the PREVENT referral process.	September 2017	GHK/BMK
Assemblies to address key religious celebrations which address the cultural diversity of the school.	Ramadan – June 2018 Christmas – December 2017	GHK
Black History Month to be celebrated and recognised.	Oct 2017	GHK/AMR
Yr7 to complete scheme of work on FGM.	May/June 2018	GHK/CBW
Key speakers (Lord Mike Hastings, Leslie Skye, Mike Haines) to come in for Sixth form to lecture on issues such as aspirations, British Values and diversity.	November 2017	GHK/RPY
Yr8 to complete a scheme of work in RE Islam, including many lessons on why extremism is not tolerated in the Muslim faith.	April 2018	GHK/KSN/MBR/HAR
Yr7 to look specifically at ISIS and how cultural isolation/ignorance can lead to extremism. FQ 'Is RE the most important subject in school?'	November 2017	GHK/KSN/MBR/HAR
Yr9 to study the FQ 'is revenge ever morally justifiable'. Including looking at how Malcolm X realised he was wrong to hold extreme views.	November 2017	GHK/MBR/HAR/JCL
Yr9 to have a Holocaust survivor come in to speak in line with Holocaust memorial day.	Latest Feb 2018	GHK
Yr10 to have a 'British Values day'. As part of their PSHE drop down provision.	December 2017.	GHK/TFR

This is to include speakers and lessons on how to avoid online manipulation.		
Yr9 to have PSHE lessons avoiding manipulation online.	June 2018	GHK/HYD
KAA to host second community questions event on behalf of the borough.	Latest July 2018 (Building depending).	

Appendix A: British Values Fertile Question Mapping (Religious Education)

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Yr7	<p>Liberty: Britain + religious freedom compared to France + veil ban. How can religion help a modern world?</p> <p>Democracy: the issue with dictatorships (holocaust).</p>	<p>Tolerance + Respect + debates. Do you need proof to believe? about the origin of the universe.</p> <p>Liberty: different belief systems.</p>	<p>Tolerance. Holocaust history + denial. Could some people see God as a racist?</p> <p>Respect for Morahamic roots of three religions.</p>	<p>Democracy: The trials of Jesus. Should anyone be blamed for Jesus' death?</p> <p>Rule of law: Changing attitudes to capital punishment.</p>	<p>Respect for rituals important for other religions. Could I go on a pilgrimage to Westfield?</p> <p>Tolerance: explaining links between similar.</p>	<p>What does a successful philosopher do differently?</p> <p>Democracy Liberty Rule of law Tolerance Respect</p>
Yr8	<p>Liberty: issues of religious freedom in Tibet addressed. Can you have a Religion without a God?</p> <p>Tolerance: Buddhist teaching on love for all life.</p>	<p>Liberty: Sikh festivals in the UK. Can you be a perfect Sikh in today's world?</p> <p>Rule of law: Knife carrying vs Kirpan, religious obligation.</p>	<p>Liberty: Muslims living in Britain. Could you be Muslim without following the five pillars?</p> <p>Democracy: attitudes to Shariah law.</p>	<p>Tolerance + Respect + different religions. Is it possible to live after we die? beliefs + funeral rites in Britain.</p>	<p>Democracy: Religious freedom has given rise to new world religions. Does ancient mean obsolete?</p> <p>Rule of law: Rastafarians in the UK cannot smoke cannabis.</p>	
Yr9	<p>Respect - Mx + mtk studied. Racism + Jim Crow. Is revenge ever morally justifiable?</p> <p>Tolerance: forgiveness in religions.</p>	<p>Tolerance: Homosexual adoption + marriage. Is there any such thing as family?</p> <p>Rule of law: Changing attitudes to divorce +</p>	<p>Respect: The difference in Can there be an omnibenevolent and omnipotent God with evil in the world? Morality + moral sources.</p>	<p>General B. values + Evaluation of an is Britain? Christian. Do Christians have three Gods?</p> <p>Respect: British religious freedom.</p>	<p>Rule of law + death penalty. Is Religion necessary for the human condition?</p> <p>Democracy → law change on abortion.</p>	

Liberty: Speakers who have changed the world.

the difference between forced + arranged marriage.
Democracy: change in law re homosexual marriage.

Democracy: Christians in parliament.

Rule of law: 10 commandments in British law.
Liberty: Different aims of punishment + Human Rights addressed.