

“In diversity there is beauty and there is strength.”

— Maya Angelou



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. We also include in our definition of extremism calls for the death of members of our armed forces."

The duty of KAA is therefore:

- To protect students from radicalising influences
- To build students' resilience to extremist narratives
- **To ensure the classroom is a safe space to for students to discuss ideas and controversial issues freely and openly**
- To provide skills and knowledge to explore political and social issues critically, to weigh evidence, debate and make reasoned arguments.
- To promote the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect for and tolerance of those with different faiths and beliefs
- To identify vulnerabilities or worrying changes in behaviour
- To use the internal referral process so the Prevent liaison officer can make a judgement about reporting the student to Channel

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:

There is no single route to radicalisation; however, there are some behavioural traits that could indicate a student has been exposed to radicalising influences. 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 that denounce certain groups or give support to violent actions

- Heard praising terror attacks such as 9/11, London Bridge, Manchester, Finsbury Park Mosque, Charlie Hebdo or similar
- 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 Daesh 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
- Promotes anti-Semitic rhetoric

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' or because they are of a particular faith
- Refuses listen to different points of view and or is increasingly argumentative over political and religious ideologies

- **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 is not their own should be boycotted
- A pre occupation with conspiracy theories absolving their culture or religion from any blame or justifying extreme actions.
- Feels persecuted or attacked by a Western government
- Suddenly converting/reverting to a new religion

- **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.
- Asking informally to change name / online identity. More than one online identity.

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. Some of the above points in isolation will not necessarily lead to a Channel referral, but they should be explored by the school.

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 A. Whitlock for collation. A. Gurnell, Safeguarding Officer, informed of incident and action agreed. CPOMS recorded and updated accordingly. Principal to be consulted if necessary.



A. Whitlock liaises with Simone Torry (Bi-Borough Prevent Education Officer) on behalf of the school. Any discussion with the student is relayed to parents.



Bi-borough Prevent officer assesses the risk and decides whether to refer case further. If parents agree to a Channel process, A. Whitlock will attend all Channel meetings with the Home Office to monitor the case and report 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</p> <p>“A state of society characterised by formal equality of rights and privileges.”</p> <p>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 AWK.
<p><u>Key Challenges to consider:</u></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>Ongoing activities that raise the profile of voting in light of Brexit, MEP elections and a future general election. Morning reading articles and activities have addresses all political elections and developments.</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.</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. <i>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.</i> 	

<p>Rule of Law</p> <p>“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.”</p> <p>i.e. understanding that rules matter.</p>	<ul style="list-style-type: none"> • 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. • PSHE lessons delivered on the law and why it is there to keep us safe. • Addressed in British Values assembly by AWK.
<p><u>Key Challenges to consider:</u></p> <ul style="list-style-type: none"> • 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 some have family members in prison. <i>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.</i> • 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'. <i>Assemblies on the importance of law and order. Assembly on the importance of an ordered society. Assembly on academic achievement regardless of background.</i> • There is a heavy gang culture in the area and some students have been identified as belonging to gangs. <i>PSHE lessons on the dangers of joining gangs and the implications of joint enterprise.</i> • Grenfell Tower has led to an underlying resentment of the law and mistrust of local and national government in the community. <i>DBN has held many parental meetings to engage with local issues and offer transparency as a school. Counsellors take referrals from parents as well as students.</i> • Some students may have come from countries where they have had to escape the corruption exhibited by the law. <i>British values assembly (AWK) highlights the importance of how fortunate we are to live in Britain with a law that keeps us safe. Case studies of unsafe countries with a corrupt law are addressed.</i> • Some students may reject the rule of law as un-Islamic. <i>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.</i> 	

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 mind-set’ mentality.
- Teaching and learning fosters a ‘questioning culture’ which encourages open questions.
- Addressed in British Values assembly by AWK.

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. 6F lecture series has many influential women raise the issue of equal opportunities and serve as strong role models.*
- 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. Colonialism is addressed in history and during morning reading articles. Recent review of curriculum at department level and work around being an anti-racist school helps bring balance.*
- 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 and respected. Behaviour for learning policy reflects the need for appropriate boundaries of freedom to ensure it is not abused.*

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 citizen including celebrating and respecting diversity.
- 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 AWK.

Key challenges to consider

- Some students come from backgrounds where positive behaviour is not praised or rewarded and family members solve disputes by shouting. *High emphasis on reward with a rewards assembly at the end of every term with rewards for achievement and effort separately addressed.*
- Understanding of ‘respect’ is different in the gang culture which is evident in the local area. This may be a negative external influence on the students. *KAA operates ‘restorative justice’ as part of the behaviour step system, which allows disputes to be resolved respectfully and calmly. Learning mentors play a role in developing a good understanding of respect and model it for students.*
- Parents have expressed to the school difficulties in managing their children at home claiming that they have no respect for authority. *More challenging students assigned a learning/behaviour mentor who maintains a close relationship with families to repair relationships/offer suggestions. School maintains very good links with Early Help services for more personalised help.*

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.

- Tolerance via assemblies. Assembly delivered 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
- Anti-bullying Week
- Homosexuality addressed in PSHE and RE.
- Addressed in British Values assembly by AWK.
- ‘Reflection room’ made available to all faiths. Friday *jumma* prayer is led by a member of staff
- Students in RE frequently explore similarities in religions.

Key Challenges to consider:

- Some students come from backgrounds whereby certain sexualities 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. Students can air their concerns about world events directed by the teachers to reach an appropriate opinion/conclusion. World leaders are critically discussed to generate debate about issues of tolerance.*

Promoting spiritual, moral, social and cultural development

<u>SMSC</u>	<u>How does KAA promote this?</u>
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"> • PSHE • Creativity is a core value, which is celebrated through 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, Orthodox Christmas
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. • RE yr7 scheme of work on introduction to ethics. • House Art Project was on the environment and climate change.
Social Development <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.

Cultural Development <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 refer to religious celebrations. • Planned Black History month • History curriculum, “Does God make a choice in war?” explores the development of the existing parliamentary systems. • Holocaust and Remembrance Day assemblies. • Ramadan Assembly • PSHE 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.
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Action Plan 2021/2022:

<u>Action point:</u>	<u>Date for completion</u>	<u>Member of staff responsible</u>
AWK to ensure that all departments have completed an assessment of where they are tackling British Values through the curriculum for the following year	July 2022	AWK /HODs
AWK to ask the borough for an up to date list of vocabulary linked to 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.	September 2021	AWK
All staff to be trained/updated on the PREVENT referral process.	September 2021	AWK / AGL

All trainee/NQT staff to complete the online Home Office Prevent training for certification and record reference number.	September 2022	AWK/JCN/Trainees/NQTs
Assemblies to address key religious celebrations, which address the cultural diversity of the school.	Christmas – December 2021 April – 2022	AWK/CSN
Black History Month to be celebrated and recognised.	Oct 2021	CSN
Yr7 to complete scheme of work on FGM.	SUM1 2022	AWK / JVS / GCL
Key speakers to come in for Sixth form to lecture on issues such as Israel/Palestine and what it means to be British in the 21 st Century.	SUM2 2022	AWK / ATN
Yr8 to complete a scheme of work in RE Islam, including lessons on why extremism is not tolerated in the Muslim faith.	SPR2 2022	AWK / ION / MBR
Yr7 to look specifically at Daesh and how cultural isolation/ignorance can lead to extremism. FQ 'Is RE the most important subject in school?'	AUT2 2021	AWK / ION
Yr9 to study the FQ 'is revenge ever morally justifiable'. Including looking at how Malcolm X realised he was wrong to hold extreme views.	AUT2 2021	AWK / ION

Yr7 to have PSHE lessons avoiding manipulation online.	AUT1 2022	JVS / GCL
Guest lectures to various year groups, including 6F lecture series with funding from local Prevent team	TBC	AWK
Extreme Dialogue – short stories in PSHE for every year group.	Throughout the year	AWK / DOLs