



CHRIST'S COLLEGE  
FINCHLEY

SPECIALIST MATHEMATICS AND SCIENCE ACADEMY

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Whole School Policy

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Date reviewed:	April 2016
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Next review:	September 2017

# ANTI RADICALISATION POLICY



## Policy Statement

Christ's College Finchley 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. At CCF all staff are expected to uphold and promote the fundamental principles of British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs.

## LINKS TO OTHER POLICIES

Christ's College Finchley Anti-Radicalisation statement links to the following policies:

- Child Protection and Safeguarding policy;
- Anti-bullying policy;
- Behaviour policy.
- SMSC
- British Values

## Aims and Principles

The main aims of this statement 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.

## The principle objectives are that:

- All governors, teachers, teaching assistants and non-teaching staff will have an understanding of what radicalisation and extremism are and why we need to be vigilant in school.
- All governors, teachers, teaching assistants and non-teaching staff will know what the school policy is on anti-radicalisation and extremism and will follow the procedures 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.

## 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 that might indicate that an individual is at risk of being radicalised or exposed to extreme views. Such behaviours may include:
  - Spending increasing time in the company of other suspected extremists;
  - Changing their style of dress or personal appearance to accord with the 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 introduce others to the group/cause;
- Communications with others that suggests identification with a group, cause or ideology;
- Using names/language ranging from insulting to derogatory for members of 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.

This list is in no sense intended either to be exhaustive or any more than a description of consistent behaviours – rather than proofs – of radicalisation. It is also worth noting that several of the behaviours listed will neither be relevant to – nor exhibited by - primary-aged children, particularly younger children.

## Procedures for Referrals

Although serious incidents involving radicalisation have not occurred at CCF to date, it is important for us to remain constantly vigilant and remain fully informed about the issues which affect the wider region in which we teach. 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 (currently via the Child Protection Designated Safeguarding Lead).

## The Role of the Curriculum

1. 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.
2. Our PSHE (Personal, Social and Health Education), Citizenship and SMSC (Spiritual, Moral, Social and Cultural) provision is embedded across the curriculum, and the 5Rs promote the school values and expectations in learning and behaviour.
3. It is recognised that children with low aspirations can often be 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 them.
4. 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.

Date for next review: Sept 2016