

AL-SADIQ SCHOOL

PREVENTING EXTREMISM &
RADICALISATION POLICY

2024/25

Schools:	Al-Sadiq school
Head-Teacher:	Mr. S A Khoei
Proprietor's representative overseeing school activities: (Safeguarding-Trustee)	Dr Mesbahi

Policy Review Dates	
Academic year:	2024/25
Review Cycle:	Annual
Last Review Date:	September 2024
Changes Made:	Reviewed to reflect updates in guidance
Al-Khoei Foundation Ratification:	September 2024
Date shared with Staff:	September 2024
Next Review Date:	September 2025
Staff Training Dates:	September 2024 (Inset / safeguarding) 28 th April 2025 - Prevent Training

Named Personnel with designated responsibility for Child Protection (Safeguarding Team)	
DSL:	Mrs S Rizvi
Deputy Safeguarding Leads:	Mr. S A Khoei, Mr. Bayati, Mrs. Z Aldabagh (Secondary) and Mrs. E Jaffri (Primary)

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i. Introduction

Al-Sadiq school is fully committed to safeguarding and promoting the welfare of all its pupils. All members of staff recognise that safeguarding against radicalisation and extremism is no different to safeguarding against any other vulnerability in today's society. We do not tolerate bullying of any kind and will challenge derogatory language and behaviour towards others. Al-Sadiq school has a strong sense of belonging to a wider family which nurtures well-rounded and compassionate characters with independent minds, individuals who respect differences, diversity and dignity of others. Our inter-faith and inter-cultural excellence has been earned by promoting tolerance and respect for all cultures, faiths and lifestyles.

This Preventing Extremism & Radicalisation Policy sets out our strategies and procedures to protect vulnerable individuals from being radicalised or exposed to extremist views, by identifying who they are and promptly providing them with support.

ii. Related policies

Preventing Extremism & Radicalisation links to the following Al-Sadiq school policies:

- Safeguarding children and Child protection Policy
- Staff Code of Conduct Policy;
- Safer Recruitment Policy;
- Curriculum Policy;
- Child on child Abuse Policy;

- Behaviour policy;
- Attendance Policy;
- E-Safety Policy;

The following national documents should also be read when working with this policy:

- Counter terrorism and Security Act (2015)
- Keeping Children Safe in education (2024)
- Prevent Duty Guidance (2023)
- Working Together to Safeguard Children (2023)

iii. Aims and Objectives

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.

The Proprietors of Al-Sadiq school objectives are that:

- Head-teacher, all teaching and non-teaching staff have an understanding of what radicalisation and extremism are and why we need to be vigilant in our schools;
- All staff will know what the school policy is on tackling extremism and radicalisation and will follow the policy guidance swiftly when issues arise;
- All pupils will understand the dangers of radicalisation and exposure to extremist views; building resilience against these and knowing what to do if they experience them;
- All parents/ carers 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.

iv. Roles and Responsibilities

The role of the Proprietors is to ensure that the schools meet its statutory duties with regard to preventing radicalisation. Al-Sadiq school have a special Safeguarding Team wherein specific roles are allotted to members who deal with protecting children and young people from radicalisation.

The role of the Head teacher is to ensure that the Preventing Extremism & Radicalisation Policy adopted by Al-Sadiq school is fully implemented, and followed by all staff.

The role of the Head-teacher is to ensure that all staff responds to preventing radicalisation on a day-to-day basis, the curriculum addresses the issues involved in radicalisation and staff conduct is consistent with preventing radicalisation. The Head-teacher will place the Policy on Al-Sadiq school website and make it available to all staff members on Teams, and parents/ Carers on request. The Head-teacher will report to the Proprietors with regard to preventing radicalisation.

The role of DSL and CPT is to ensure that staff understand the issues of radicalisation, provide training enabling staff to recognise the signs of vulnerability or radicalisation and know how to refer their concerns, receive safeguarding concerns about children and young people who may be vulnerable to the risk of radicalisation or are showing signs of radicalisation, make referrals to appropriate agencies with regards to concerns about radicalisation, liaise with partners, including Brent Local Authority Designated Officer (LADO) and the police, report to the Head-teacher on these matters.

The role of staff is to understand the issues of radicalisation, plan discussion and debate on the topic within the structure of the curriculum with pupils, to recognise the signs of vulnerability or radicalisation and refer without delay, to the Core safeguarding leads (or Deputy).

Given the rise of extremist voices it's important we know how to protect our pupils from any threats. Understanding how the Prevent duty is embedded as part of our school's wider safeguarding policy will help staff to:

- Protect pupils from radicalising influences
- Build our pupils resilience to extremist narratives
- Identify any vulnerabilities or worrying changes in behaviour
- Know what to do if anyone has a concern about a pupil

Prevent is not about spying on pupils or intruding unnecessarily into their families. It's about making sure that as a school we can identify worrying behaviour and know how to refer any pupils who may be at risk of radicalisation so they may receive appropriate support.

If a student is identified as at risk, schools should refer them to **Channel**, a voluntary, confidential support program that helps individuals vulnerable to radicalisation.

There are several things you can do to increase your students' resilience to extremist narratives, such as:

- Regular Prevent training via external agencies such as Brent, Stepping into Success, through Votes for schools, PSCHE and computer science curriculum.
- Making sure your classroom is a safe space where pupils can discuss ideas and controversial issues freely and openly

- Providing skills and knowledge to explore political and social issues critically, to weigh evidence, debate and make reasoned arguments
- Promoting 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

v. Indicators of Vulnerability to Radicalisation

Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism leading to terrorism. Extremism is defined by the Government in the Prevent Strategy as 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.

Radicalisation in children can happen over a long period of time. In some cases it is triggered by a specific incident or news item and can happen much quicker. Sometimes there are clear warning signs of radicalisation, in other cases the changes are less obvious.

The teenage years are a time of great change and young people often want to be on their own, easily become angry and often mistrust authority. This makes it hard to differentiate between normal teenage behaviour and attitude that indicates one of your students may have been exposed to radicalising influences.

The following behaviours listed here are intended as a guide to help you identify possible radicalisation:

Outward appearance

- Becoming increasingly argumentative
- Refusing to listen to different points of view
- Unwilling to engage with students who are different
- Becoming abusive to students who are different
- Embracing conspiracy theories
- Feeling persecuted
- Changing friends and appearance
- Distancing themselves from old friends
- No longer doing things they used to enjoy
- Converting to a new religion
- Being secretive and reluctant to discuss their whereabouts
- Sympathetic to extremist ideologies and groups

Online behaviour

- Changing online identity

- Having more than one online identity
- Spending a lot of time online or on the phone
- Accessing extremist online content
- Joining or trying to join an extremist organisation

Who is vulnerable

It's important to know the factors that make our pupils more vulnerable to radicalisation. The following is a guide only, so use your professional judgment to assess students' vulnerability.

- Struggling with a sense of identity
- Becoming distanced from their cultural or religious background
- Questioning their place in society
- Family issues
- Experiencing a traumatic event
- Experiencing racism or discrimination
- Difficulty in interacting socially and lacking empathy
- Difficulty in understanding the consequences of their actions
- Low self-esteem

Any of these issues make children more susceptible to believing that extremists' claims are the answer to their problems.

External factors play their part too, such as: community tension, events affecting the country or region where they or their parents are from, or having friends or family who have joined extremist groups. Exposure to one-sided points of view all contribute to the process of radicalisation.

Those young people involved with criminal groups, or who have found it difficult to reintegrate after being in prison or a young offender institution, may also be at risk.

You know your students well, so are in a prime position to recognise if they're acting out of character. Trust and have confidence in your professional judgement, and get advice if something feels wrong.

For more information on spotting the signs of radicalisation in young people visit ACT Early.

vi. Teaching Approaches

We are committed to ensuring our pupils are offered a broad and balanced curriculum that aims to prepare young people for life in modern Britain and beyond promoting respect, tolerance and diversity. Subject areas have identified learning opportunities within their subjects to promote SMSC the

spiritual, moral, social and cultural development of our pupils including Fundamental British Values (FBV), further enforcing the Preventing Extremism & Radicalisation Policy aims and objectives.

Our academic schedule is based on the National Curriculum with additional Islamic and Arabic studies stimulating an intellectual curiosity within our pupils, encouraging them to be inquisitive learners who are confident, respectful, and proactive citizens who seek to not only, enjoy their learning but to use their learning to make a positive contribution to modern British society.

We will achieve this by using a curriculum that includes:

- Votes for schools, PSICHE and our personalised Character development PRACTICE programmes; carefully evaluated to ensure that they are effective;
- Open discussion and debate; encouraging critical thinking skills needed to engage in informed debate;
- Work on anti-violence and a restorative approach addressed throughout curriculum, identifying those who radicalise students through extreme or narrow views of faith, religion or culture or other ideologies as non-Islamic and criminal;
- Providing pastoral sessions, where pupils can seek advice and guidance if they are worried or concerned about any of their peers;
- Use of external agencies or speakers to enrich the experiences of pupils and students (Brent, Stepping into success), however Al-Sadiq school will positively vet those external agencies, individuals or speakers they engage to provide such learning opportunities or experiences for pupils and students.

Our programme seeks to prevent radicalisation by reinforcing both British values and our core Islamic values which underpin the work of Al-Sadiq school creating a clear sense of community and shared purpose. ISI | recognised that Al-Sadiq school has carried out excellent work with other community and faith groups to promote effective mutual understanding and respect. Pupils are committed to playing a part in local democracy and helping others.

vii. Internet Safety

We strongly recognise the risk posed to our students of on-line radicalization, as terrorist organizations who seek to radicalize young people through the use of social media and the internet. The filtering systems used by Al-Sadiq school blocks inappropriate content, including extremist content.

Pupils are unable to access social media such as Facebook, Twitter and we have a strict no mobile phone policy within our schools – pupils are provided with lockers so devices can be kept safely away during the school day, regular checks are conducted to ensure pupils are complying with this rule. We are aware that young people have access to unfiltered internet when using their

mobile phones, staff, parents/ carers are reminded to be alert to the need for vigilance when pupils are using their phones outside the schools.

E-safety is delivered in ICT and computer science sessions, other related subjects PSICHE and in Votes for schools' sessions, and in our whole school assembly programme. Where staff, pupils or visitors find unblocked extremists' content they must report this to the Safeguarding Team/ Head-teacher immediately.

viii. Staff Training and Recruitment

Staff will be given additional training on Prevent, to help them understand the issues of radicalisation, be able to recognise the signs of vulnerability or radicalisation and know how to refer their concerns. This information also forms part of induction safeguarding training and our annual staff training. Moreover, staff are updated as necessary in safeguarding bulletins.

We ensure that the staff we appoint to Al-Sadiq school are suitable, there is an on-going culture of vigilance, our recruitment procedures as set out in our Safer Recruitment Policy are rigorous and we follow the statutory guidance published in part 3 of Keeping Children safe in Education (2024). Suitability checks including vetting and DBS checks and references are undertaken on relevant people, including management and volunteers.

Where there are concerns of extremism or radicalisation, pupils and staff are encouraged to follow Brent LSCB Policies & Procedures, make use of our internal systems to whistle blow or raise any issue in confidence.

ix. Policy Adoption, Monitoring and Review

This Preventing Extremism & Radicalisation Policy was considered and adopted by the Proprietors of Al-Sadiq school in line with their overall duty to safeguard and promote the welfare of children as set out in the DfE guidance 'Keeping Children Safe in Education' (2024). The Head teacher will ensure that the Policy is fully implemented, and followed by all staff. The Head-teacher will ensure that the Policy is placed on Al-Sadiq school website and also made available to all teaching and non-teaching staff members on Teams. Parents/ carers will be emailed a copy of this Policy on request. The Safeguarding Team will actively evaluate the effectiveness of this Policy by monitoring the staff understanding and application of the procedures within this Policy as their overall duty to safeguard children.

x. What to do if I have a concern about a pupil

Your first course of action should be to follow the school's standard safeguarding procedures. This includes discussing any concerns with school's designated safeguarding lead, who may get further advice from the local authority.

For additional support outside of your school, you can:

- Speak with your Brent Prevent coordinator, Prevent Education Officer (PEO) or your local authority school safeguarding team
- Contact your local police force or dial 101 (the non-emergency police number)

Contacting the authorities won't get pupil into trouble if a criminal act hasn't been committed. The police and local authority will discuss your concerns, suggest how they can best help the child and give you access to relevant support and advice.

The local authority or police might suggest a referral to the Channel programme. This is a voluntary, confidential programme which aims to safeguard children and adults being drawn into terrorism. Channel can provide a support plan and specific interventions to protect those at risk, including mentoring support or an ideological or theological intervention.

You can find out more about Channel here, or call 101 for more information.

You can report concerns about extremism related to education settings in England, including allegations about institutions, staff and external people or organisations trying to influence settings:

- Email: counter.extremism@education.gov.uk
- Online form: Report Extremism in Education – Start
- Telephone: 020 7340 7264

If you think someone is in immediate danger, or if you see or hear something that may be terrorist-related, trust your instincts and call 999 or the confidential Anti-Terrorist Hotline on 0800 789 321.

xi. The Prevent Duty:

From 1 July 2015 specified authorities, including all schools as defined in the summary of this guidance, are subject to a duty under section 26 of the Counter-Terrorism and Security Act 2015 in the exercise of their functions, to have due regard¹³ to the need to prevent people from being drawn into terrorism. This duty is known as the Prevent duty. It applies to a wide range of public-facing bodies. Paragraphs 57-76 of the Prevent guidance are concerned specifically with schools (but also cover childcare). The statutory Prevent guidance summarises the requirements on schools in terms of four

general themes: risk assessment, working in partnership, staff training and IT policies.

- Schools are expected to assess the risk of children being drawn into terrorism, including support for extremist ideas that are part of terrorist ideology. This means being able to demonstrate both a general understanding of the risks affecting children and young people in the area and a specific understanding of how to identify individual children who may be at risk of radicalisation and what to do to support them. Al-Sadiq school has clear procedures in place for protecting children at risk of radicalisation. In response to the Prevent duty the Al-Sadiq school has a Preventing and Tackling Extremism policy which sets out our safeguarding procedures and takes into account local safeguarding procedures. Any staff member who has a concern about any pupil or pupils being at risk of radicalisation must report this concern to the designated safeguarding lead (or Deputy).
- The Prevent guidance refers to the importance of Prevent awareness training to equip staff to identify children at risk of being drawn into terrorism and to challenge extremist ideas. Individual schools are best placed to assess the training needs of staff in the light of their assessment of the risk to pupils at the school of being drawn into terrorism. Al-Sadiq school the Safeguarding Team members undertake Prevent awareness training and is able to provide advice and support to other members of staff on protecting children from the risk of radicalisation.
- Schools must ensure that children are safe from terrorist and extremist material when accessing the internet in schools. Schools should ensure that suitable filtering is in place. Al-Sadiq school has a clear e-safety policy and the use of filters is continually reviewed. Pupils causing concern with their internet use are challenged. Al-Sadiq school gives curriculum time to teach pupils about online safety more generally. The Department for Education has also published advice for schools on the Prevent duty. The advice is intended to complement the Prevent guidance and signposts other sources of advice and support.
- Educate against Hate (<http://www.educateagainsthate.com>) is a tool that helps schools parents, teachers and school leaders practical advice on protecting children from extremism and radicalisation by providing up-to-date, practical advice that will help to understand the procedures that have been put in place to robustly tackle the threat. Moreover, it helps teachers facing these issues in the classroom to understand radicalisation, its warning signs, and crucially where they can get further support.

xii. Channel Programme:

Al-Sadiq school staff through the designated safeguarding lead (Safeguarding Team) should understand when it is appropriate to make a referral to the Channel programme. Channel is a programme which focuses on providing support at an early stage to people who are identified as being vulnerable to being drawn into terrorism. It provides a mechanism for schools to make referrals if they are concerned that an individual might be vulnerable to radicalisation. An individual's engagement with the programme is entirely

voluntary at all stages. Section 36 of the Counter-Terrorism and Security Act 2015 places a duty on local authorities to ensure Channel panels are in place. Following a referral, the panel will assess the extent to which identified individuals are vulnerable to being drawn into terrorism, and, where considered appropriate and necessary consent is obtained, arrange for support to be provided to those individuals. Al-Sadiq school abides by the Section 38 of the Counter-Terrorism and Security Act 2015 requiring partners of Channel panels to co-operate with the panel in the carrying out of its functions and with the police in providing information about a referred individual.

xiii. Useful links:

- More information about the Channel Programme
- Official statistics on the number of individuals referred to and supported through the Prevent Programme
- The Prevent training catalogue
Information on a range of training resources to help you effectively implement the Prevent duty in your school.
- Prevent e-Learning training package
An introduction to radicalisation and how to support students who may be at risk.
- Workshop to Raise Awareness of Prevent (WRAP)
A workshop with video content that explains Prevent, the radicalisation process, how to identify at-risk students, how to raise concerns and what an appropriate response looks like. Local Prevent partners may be able to help you organise a workshop if you want personalised WRAP training. Contact your local authority for advice.
- Channel General Awareness training
An online course for teachers that explains the Channel programme and how Prevent works to provide a proportionate response in supporting vulnerable people who haven't committed a crime.
- Counter-Extremism: Narratives and Conversations (London Grid for Learning)
An interactive video resource which lays out the principles applying to all forms of extremism. It helps teachers counter extremist narratives and helps facilitate discussion on respect, tolerance, shared values and community cohesion.
- Prevent Toolkit for Schools
A step-by-step guide on how to implement the Prevent duty in your school. The toolkit includes ideas, resources and best practice approaches to support primary and secondary school practitioners.
- [Educate.against.hate](https://www.educate.against.hate/)

xiv. Current Threats Schools Should Be Aware Of (2024)

The threat landscape is constantly evolving, and schools must be alert to various forms of extremism and radicalisation. The most prominent threats currently include:

1. **Islamist Extremism**

Radical Islamic ideologies from groups such as ISIS, Al-Qaeda, and affiliated networks continue to pose a threat.

Online radicalisation via extremist content, encrypted messaging apps, and social media recruitment.

2. **Far-Right Extremism**

The rise of white supremacist, neo-Nazi, and nationalist ideologies targeting young people through online forums and social media.

Groups such as National Action (banned in the UK) and affiliated networks attempt to recruit vulnerable youth.

3. **Left-Wing and Anarchist Extremism**

Some radical anti-government, eco-extremist, or anarchist groups promote violent action against authorities and institutions.

Online forums and social media have played a role in radicalising individuals towards violent protests.

4. **Mixed, Unstable, or Idiosyncratic Extremism (MIUIE)**

An increasing number of young people are radicalised by personal grievances, conspiracy theories, or hybrid ideologies that mix different forms of extremism.

Cases of "incel" (involuntary celibate) ideologies, school-targeted violence, or lone actors driven by a mix of extremist views.

5. **INCE (Involuntary Celibate Extremism)**

A growing concern is **Involuntary Celibate Extremism (INCE)**, a movement primarily found online, in which individuals, often young men, develop extreme resentment towards women and society due to perceived romantic and social rejection.

- Online forums and social media amplify **misogynistic ideologies**, sometimes advocating violence against women or society at large.
- Some **terror-related incidents** have been linked to individuals radicalised by INCE ideologies.
- Schools should be aware of **early signs of withdrawal, hostility towards women, and engagement in extremist online communities**.

6. **Online Radicalisation & Misinformation**

Gaming platforms, YouTube, Telegram, TikTok, and other social media continue to be exploited to spread extremist narratives.

Deepfakes, AI-generated extremist propaganda, and conspiracy theories are being used to manipulate young people.

7. **Hate Crimes & Identity-Based Extremism**

Schools must be aware of antisemitism, Islamophobia, LGBTQ+ hate crimes, and racial intolerance, which can be fuelled by extremist content online.

Radicalised individuals may attempt to target marginalised groups and disrupt school communities.