



Brentford School for Girls

ANTI-EXTREMISM AND ANTI-RADICALISATION POLICY

<i>Rev</i>	<i>Date</i>	<i>Description</i>
	<i>September 2025</i>	<i>To be reviewed</i>
6	<i>September 2024</i>	Reviewed
5	<i>September 2023</i>	Reviewed
4	September 2022	Reviewed
3	September 2021	Reviewed
2	September 2020	Reviewed
1	September 2018	Initial version

1. Introduction

Brentford School for Girls is committed to providing a secure environment for students, where children feel safe and are kept safe. All adults at Brentford School for Girls recognise that safeguarding is everyone's responsibility irrespective of the role they undertake or whether their role has direct contact or responsibility for children or not.

In adhering to this policy, and the procedures therein, staff and visitors will contribute to Brentford School for Girls' delivery of the outcomes to all children, as set out in s10 (2) of the Children Act 2004*. This Anti- Extremism and Anti- Radicalisation Policy is one element within our overall school arrangements to Safeguard and Promote the Welfare of all Children in line with our statutory duties set out at s175 of the Education Act 2002 (s157 of the Education Act 2002).

Our school's Anti- Extremism and Anti-Radicalisation Safeguarding Policy also draws upon the guidance contained in DfE Guidance "Keeping Children Safe in Education,2022"; and specifically DCSF Resources "Learning Together to be Safe", "Prevent: Resources Guide", "Tackling Extremism in the UK", DfE's "Teaching Approaches that help Build Resilience to Extremism among Young People" and Peter Clarke's Report of July 2014.

** the physical, mental health and emotional well-being of children; the protection of children from harm and neglect; the education, training and recreation of children; the contribution made by them to society; and their social and economic well-being.*

Links to other policies

The Preventing Extremism and Radicalisation Policy links to the following Brentford School for Girls policies;

- Safer recruitment policy
- Anti – bullying policy
- Behaviour policy
- Attendance policy
- Reasonable Force policy
- Whistleblowing policy
- Looked after Child policy
- Exclusion policy
- Trips and visits policy
- Allegations against Staff
- Drug and Substance Abuse
- Support of Children in School with Medical Needs
- Sex Relationships – PSHCE
- Safer working practices policy
- School security policy
- Health and Safety policy
- E-safety policy
- Safeguarding policy

2. School Ethos and Practice

When operating this policy Brentford School for Girls uses the following accepted Governmental definition of extremism which is:

'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. This includes calling for the death of members of the armed forces.

Radicalisation refers to the process by a person legitimising support for, or the use of terrorist violence. There is no single way of identifying an individual who is likely to be susceptible to an extremist ideology. It can happen in many ways and settings. Background factors combined with specific influences such as family and friends may contribute to a child's vulnerability. Similarly, radicalisation can occur through many different methods such as social media and setting, such as the internet.

However, it is possible to protect vulnerable people from extremist ideology and intervene to prevent those at risk of radicalisation or being radicalized. As with other safeguarding risks, staff should be alert to changes in children's behaviour which could indicate that they may be in need of help or protection. Staff should use their judgement in identifying children who might be at risk of radicalisation and act proportionally, which may include making a referral to the Channel Programme.

Terrorism is an action that endangers or causes serious violence to a person/people; causes serious damage to property; or seriously interferes or disrupts an electronic system. The use of threat must be designed to influence the government or intimidate the public and is made for the purpose of advancing a political, religious or ideological cause. Although there is no single way of identifying whether a child is likely to be susceptible to radicalisation into terrorism, there are factors that may indicate concern.: As a school we have a duty under section 26 of the Counter Terrorism and Security Act 2015(the CTSA 2015) in the exercise of their functions to have 'due regard to the need to prevent people from becoming terrorists or support terrorism'. This is known as the prevent duty. It is possible to protect young people from extremist ideology and intervene to prevent those at risk of radicalization being drawn into terrorism. As with other safeguarding risks, staff should be alert to changes in children's behaviour, which could indicate that they may be in need of help or protection. Staff should use their judgement in identifying children who might be at risk of radicalisation and act proportionately which may include the designated safeguarding lead (or deputy).

There is no place for extremist views of any kind in our school, whether from internal sources — students, staff or governors, or external sources - school community, external agencies or individuals. Our students see our school as a safe place where they can explore controversial issues safely and where our teachers encourage and facilitate this — we have a duty to ensure this happens.

As a school we recognise that extremism and exposure to extremist materials and influences can lead to poor outcomes for children and so should be addressed as a safeguarding concern as set out in this policy. We also recognise that if we fail to challenge extremist views, we are failing to protect our students.

Extremists of all persuasions aim to develop destructive relationships between different communities by promoting division, fear and mistrust of others based on ignorance or prejudice and thereby limiting the life chances of young people. Education is a powerful weapon against this; equipping young people with the knowledge, skills and critical thinking, to challenge and debate in an informed way.

Therefore, at Brentford School for Girls we will provide a broad and balanced curriculum, delivered by skilled professionals, so that our students are enriched, understand and become tolerant of difference and diversity and also to ensure that they thrive, feel valued and not marginalised.

Furthermore, at Brentford School for Girls we are aware that young people can be exposed to extremist influences or prejudiced views from an early age which emanate from a variety of sources and media, including via the internet, and at times students may themselves reflect or display views that may be discriminatory, prejudiced or extremist, including using derogatory language.

Any prejudice, discrimination or extremist views, including derogatory language, displayed by students or staff will always be challenged and where appropriate dealt with in line with our Behaviour Policy for students and the Code of Conduct for staff.

As part of wider safeguarding responsibilities school staff will be alert to:

- Disclosures by students of their exposure to the extremist actions, views or materials of others outside of school, such as in their homes or community groups, especially where students have not actively sought these out;
- Graffiti symbols, writing or art work promoting extremist messages or images;
- Students accessing extremist material online, including through social networking sites;
- Parental reports of changes in behaviour, friendship or actions and requests for assistance;
- Partner schools, local authority services, police reports of issues affecting students in other schools or settings;
- Students voicing opinions drawn from extremist ideologies and narratives;
- Use of extremist or 'hate' terms to exclude others or incite violence;
- Intolerance of difference, whether secular or religious or, in line with our equalities policy, views based on, but not exclusive to, gender, disability, homophobia, race, colour or culture;
- Attempts to impose extremist views or practices on others;
- Anti-western or Anti-British views.

Our school will closely follow any locally agreed procedure as set out by the Local Authority for safeguarding individuals vulnerable to extremism and radicalisation. Hounslow is a Prevent borough.

At Brentford School for Girls, we have determined "British Values" to be:

- an understanding of how citizens can influence decision-making through the democratic process
- an understanding that the freedom to hold other faiths and beliefs is protected in law
- an acceptance that people having different faiths or beliefs to oneself (or having none) should be accepted and tolerated, and should not be the cause of prejudicial or discriminatory behaviour
- an understanding of the importance of identifying and combatting discrimination

As a school we aim to develop and nurture these by:

- Planning a vibrant, engaging Tutor Time and Assembly programme with core ethical values and beliefs at its heart

- A well-structured PSHCEE programme which addresses issues such as: Democracy, Freedom, the rule of law, Human Rights and responsibilities
- A strong and balanced Religious Studies and Ethics programme
- An effective and well-managed School Council enabling students to actively participate in the democratic process
- A broad and balanced curriculum which addresses many of these core values across a range of subject areas
- Having a clearly communicated and consistently applied Behaviour Policy so that students understand what is expected of them and the consequences of both meeting and failing to meet these expectations
- A Code of Conduct which is regularly referred to and communicated with students, reiterating that we are a school community built on mutual respect and understanding
- Adopting restorative approaches, where possible, to resolve any difficulties between members of our school community
- Having a rigorous commitment to student safety (for example: trips and visits policy and procedures, Safeguarding procedures and Health and Safety procedures)

3. Teaching Approaches

We will all strive to eradicate the myths and assumptions that can lead to some young people becoming alienated and disempowered, especially where the narrow approaches children may experience elsewhere may make it harder for them to challenge or question these radical influences.

We will ensure that all of our teaching approaches help our students build resilience to extremism and give students a positive sense of identity through the development of critical thinking skills. We will ensure that all of our staff are equipped to recognise extremism and are skilled and confident enough to challenge it.

We will be flexible enough to adapt our teaching approaches, as appropriate, so as to address specific issues so as to become even more relevant to the current issues of extremism and radicalisation. In doing so we will apply the 'key ingredients' for success as set out in the Table in Appendix 1

This identifies three broad categories of:

- Making a connection with young people through good teaching and a student centered approach;
- Facilitating a 'safe space' for dialogue, and
- Equipping our students with the appropriate skills, knowledge, understanding and awareness for resilience.

Therefore this approach will be embedded within the ethos of our school so that students know and understand what safe and acceptable behaviour is in the context of extremism and radicalisation. This will work in conjunction with our school's approach to the Spiritual, Moral, Social and Cultural development of students as defined in Ofsted School Inspection Handbook and will include the sound use of assemblies to help further promote this rounded development of our students.

We will also work with local partners, families and communities in our efforts to ensure our school understands and embraces our local context and values in challenging extremist views and to assist in the broadening of our students' experiences and horizons.

We will help support students who may be vulnerable to such influences as part of our wider safeguarding responsibilities and where we believe a student is being directly affected by extremist materials or influences we will ensure that that student is offered mentoring. Additionally in such instances our school will seek external support from the Local Authority and/or local partnership structures working to prevent extremism.

At Brentford School for Girls we will promote the values of democracy, the rule of law, individual liberty, mutual respect and tolerance for those with different faiths and beliefs. We will teach and encourage students to respect one another and to respect and tolerate difference, especially those of a different faith or no faith. It is indeed our most fundamental responsibility to keep our students safe and prepare them for life in modern multi-cultural Britain and globally.

4. Use of External Agencies and Speakers

At Brentford School for Girls we encourage the use of external agencies or speakers to enrich the experiences of our students, however we will positively vet those external agencies, individuals or speakers who we engage to provide such learning opportunities or experiences for our students.

These external agencies will be vetted to ensure that we do not unwittingly use agencies that contradict each other with their messages or that are inconsistent with, or are in complete opposition to, the school's values and ethos. We must be aware that in some instances the work of external agencies may not directly be connected with the rest of the school curriculum so we need to ensure that this work is of benefit to students.

Our school will assess the suitability and effectiveness of input from external agencies or individuals to ensure that:

- Any messages communicated to students are consistent with the ethos of the school and do not marginalise any communities, groups or individuals;
- Any messages do not seek to glorify criminal activity or violent extremism or seek to radicalise students through extreme or narrow views of faith, religion or culture or other ideologies;
- Activities are properly embedded in the curriculum and clearly mapped to schemes of work to avoid contradictory messages or duplication;
- Activities are matched to the needs of students;
- Activities are carefully evaluated by schools to ensure that they are effective.

We recognise, however, that the ethos of our school is to encourage students to understand opposing views and ideologies, appropriate to their age, understanding and abilities, and to be able to actively engage with them in informed debate, and we may use external agencies or speakers to facilitate and support this.

Therefore by delivering a broad and balanced curriculum and enrichment programme augmented by the use of external sources where appropriate, we will strive to ensure our students recognise risk and build resilience to manage any such risk themselves where appropriate to their age and

ability but also to help students develop the critical thinking skills needed to engage in informed debate.

5. Protection of IT Software – Impero Education

In order to ensure that all computer software is managed and monitored effectively, the school operates Impero Education software. The software allows teachers to monitor on-screen activity remotely in real-time, enabling behavioural issues or potential risks to be dealt with proactively. A complete log of all activities, including any violation to data captures, allows the school to monitor, trace and follow-up any potential incidents effectively. The software has keyword detection, where it identifies words and phrases, that maybe typed anywhere on the network that could indicate whether there is a potential student or staff member who poses a risk. Any student identified through this monitoring system will be referred to the CPO/DSL or the Headteacher if in the case of a member of staff. It is the responsibility of the Network Manager to identify and alert the safeguarding lead of any concerns. The designated safeguarding officer will also complete regular checks. The Headteacher will quality assure this and logs will be kept.

6. Whistle Blowing

Where there are concerns of extremism or radicalisation Students, Staff and Governors will be encouraged to make use of our internal systems to Whistle Blow or raise any issue in confidence.

They must inform the Headteacher straight away (or if it relates to the Headteacher inform the Chair of Governors).

7. Safeguarding

Please refer to our Safeguarding Policy for the full procedural framework on our Safeguarding and Child Protection duties.

Staff at Brentford School for Girls will be alert to the fact that extremism and radicalisation is broadly a safeguarding issue and a child or children may be at direct risk of harm or neglect. For example; this could be due to a child displaying risky behaviours' in terms of the activities they are involved in or the groups they are associated with, or staff may be aware of information about a child's family that may equally place a child at risk of harm. (These examples are for illustration and are not definitive or exhaustive).

Where possible the school will work with families to ensure that all concerns are taken seriously and action is taken where necessary.

Therefore, all adults working in Brentford School for Girls (including visiting staff, volunteers' contractors, and students on placement) are required to report instances where they believe a child may be at risk to the Designated Safeguarding Lead or Headteacher.

In Brentford School for Girls our Safeguarding reporting arrangements are set out fully in our Safeguarding Policy.

The Designated Safeguarding Lead is: Ms D Singh , contact SLT in her absence.

The Designated Safeguarding Lead works in line with the responsibilities as set out at Annex B of the

DfE Guidance 'Keeping Children Safe in Education' which is detailed in the Safeguarding Policy.

8. Procedures

Brentford follows the procedures implemented by Hounslow Prevent, which are as follows:

If anyone has concerns that a child, young person or an adult may be vulnerable to violent extremism and or violent radicalisation as they have heard or observed in appropriate discussion or access to the internet then, they should, in the first instance, seek advice from the person within your organisation that has responsibility for **safeguarding (D Singh)** who will follow the procedures as outlined in the safeguarding policy in relation to notification of safeguarding issues. This should not be raised with any other members of staff except for the Headteacher.

If anyone feels there is an immediate danger to the life of the individual or others then they should call 999.

Following initial discussions with the Safeguarding lead, where there are serious concerns in relation to anyone's vulnerability to violent extremism and radicalisation these must be **emailed** initially (please put '**Channel Referral**' in the subject line) to:



9. Staff Training

All staff are trained as part of their induction on PREVENT. Staff have also received the PREVENT training from the Home Office. The AHT i/c Safeguarding and CPO are also L2 PREVENT trained from the Home Office.

10. Role of Governing Body

The Governing Body of our School will undertake appropriate training to ensure that they are clear about their role and the parameters of their responsibilities as Governors, including their statutory safeguarding duties.

The Governing Body of our school will support the ethos and values of our school and will support the school in tackling extremism and radicalisation.

In line with the provisions set out in the DfE guidance 'Keeping Children Safe in Education, 2022' the governing body will challenge the school's senior management team on the delivery of this policy and monitor its effectiveness.

11. Review

Governors will review this policy annually

Appendix 1: ‘Key Ingredients’ for successful teaching in the context of ‘push’ and ‘pull’ factors

<p>PUSH FACTORS – factors that push an individual/make an individual vulnerable to extremist messages</p> <p>Lack of excitement, frustration</p> <p>Lack of sense of achievement – seen as significant ‘lack of purpose’// confidence in the future, life goals</p> <p>Lack of an outlet for views</p> <p>Gaps in knowledge or understanding of core religious beliefs – both young people and their parents</p> <p>Sense of injustice</p> <p>Actual or perceived humiliating experiences (including bullying, racial discrimination as well as perceived humiliating experiences. Perhaps linked closely/to sense of injustice)</p> <p>Exclusion – lack of belonging to peer or community networks, associations etc.</p>	<p>KEY INGREDIENTS</p> <p>Teacher confidence in many cases it will be the use of existing teaching skills and methods which may well be the most effective approach. From prison settings, staff who are more confident in their abilities tend to perform much better even though they have not received specialist training</p> <p>Teacher attitudes and behaviours</p> <ul style="list-style-type: none"> - Willingness to admit you don’t know - Acknowledging controversial issues exist - Awareness that I have a role to play - Willingness to turn to others for help when you don’t know about something <p>Specific knowledge:</p> <ul style="list-style-type: none"> - Understanding other cultures and religions as well as alternative values and beliefs (whilst being careful to avoid ‘othering’) - Knowledge of an alternative values framework <p>Teaching practice/pedagogy:</p> <ul style="list-style-type: none"> - Boosting critical thinking (seeing through propaganda, singular messages etc) - Helping to see multiple perspectives - Using multiple resources/methods - Embedding or sustaining dialogue following specialist interventions 	<p>PULL FACTORS – factors that draw young people into extremist messages</p> <p>Charismatic/confident individuals (recruiters)</p> <p>Network/sense of belonging</p> <p>Broader community views which enable or do not oppose extremism.</p> <p>Persuasive, clear messages. Exploiting knowledge gaps.</p>
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<p>Below the line: factors that are out of scope of this study</p>	<ul style="list-style-type: none"> - Enabling students to tackle difficult issues - Linking school work to the wider community - Drawing evidence from across the curriculum - Developing in young people a sense of multiple identities. Help young people become aware of, and comfortable with, multiple personal identity 	
<p>Disaffection with wider societal issues Disruptive home life</p>	<p>Other factors Support from senior leaders Pupil support processes</p>	<p>Sense of dignity and importance and loyalty Exciting (non-teaching) activities Sense of purpose in life</p>



Person Vulnerable to Radicalisation (VTR) Referral Form
(RESTRICTED WHEN COMPLETE)

Please note – if you are making a referral - If you are concerned someone may be imminently travelling to an area of conflict please dial 999

(Fields Expand for further information)

Person of Concern
Full Name:
Gender:
Religion:
Date of birth:
Place of birth:
Full Address:
Phone number(s):

Parents'/Guardian/ Carers Details: <i>(include other known names/maiden name etc)</i>
Full Name (Father):
Full Name (Mother):
Full Name (Foster carer):
Full Name: (Guardian)
Date and place of birth:
(Father):
(Mother):
(Foster carer):
Full Address:
Phone number(s):
Children/s – and / or siblings' details:
Name/s:

Please forward the VTR form to: The Prevent Team : Joan Conlon| Community Inclusion and Participation Manager (Prevent Lead), Mobile 077976 757104| Email joan.conlon@hounslow.gov.uk | Address: Hounslow House, 2nd Floor, 7 Bath Road, Hounslow TW3 3ED. **Najeeb Ahmed**| Prevent Coordinator – 07890 540433 or email najeeb.ahmed@hounslow.gov.uk | **Karmjit Rekhi** | Prevent Education Officer - 07976 721119 email karmjit.rekhi@hounslow.gov.uk | **Please cc to the following secure Met Police SO15 mail box, SO15Mailbox-.LocalOpsSouthWestTeam1@met.police.uk**