

This Policy has been adopted and approved by Gippseswyk Community Educational Trust and has been adapted for use by Copleston High School.

ANTI-RADICALISATION POLICY	
Approved by GCET/Adapted by Copleston High School	1.9.2017
Reviewed/Amended	May 2023
Ratified by Copleston LGB	26.6.23
Date of next Review	Summer Term 2024
Responsible Officer	DSL – Mr H Palmer
Policy Number	ACS12

Definition of a Parent

- All biological parents, whether they are married or not.
- any person who, although not a biological parent, has parental responsibility for a child or young person - this could be an adoptive parent, a step-parent, guardian or other relative
- any person who, although not a biological parent and does not have parental responsibility, has care of a child or young person.

A person typically has care of a child or young person if they are the person with whom the child lives, either full or part time and who looks after the child, irrespective of what their biological or legal relationship is with the child.

Copleston High School is fully committed to safeguarding and promoting the welfare of all of its pupils. As a school we recognise that safeguarding against radicalisation is no different from safeguarding against any other vulnerability. At Copleston High School all staff are expected to uphold and promote the fundamental principles of British values, including democracy, the rule of law, individual liberty and respect, and tolerance of those with different faiths and beliefs.

Schools have an important part to play in both educating children and young people about extremism and recognising when pupils start to become radicalised. In March 2015, new statutory duties were placed on schools by the Counter Terrorism and Security Act (most recent edition) which means they must work to prevent children from being drawn into extremism.

The Copleston High School Anti-Radicalisation policy statement links to the following policies:

- Safeguarding
- Acceptable Use of ICT
- E-Safety
- Anti-bullying

Aims and Principles

The main aims of this policy 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 policy 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.

Statutory Duties

The duty to prevent children and young people from being radicalised is set out in the following documents:

- Counter Terrorism and Security Act (most recent edition)
- Keeping Children Safe in Education (most recent edition)
- PREVENT duty guidance (most recent edition)
- Working Together to Safeguard Children (most recent edition)

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.

Signs of vulnerability

There are no known definitive indicators that a young person is vulnerable to radicalisation, but there are number of signs that together increase the risk. Signs of vulnerability include:

- underachievement
- being in possession of extremist literature
- poverty
- social exclusion
- traumatic events
- global or national events
- religious conversion
- change in behaviour
- extremist influences
- conflict with family over lifestyle
- confused identify
- victim or witness to race or hate crimes
- rejection by peers, family, social groups or faith

Recognising Extremism

Early indicators of radicalisation or extremism may include:

- showing sympathy for extremist causes
- glorifying violence, especially to other faiths or cultures
- making remarks or comments about being at extremist events or rallies outside school
- evidence of possessing illegal or extremist literature
- advocating messages similar to illegal organisations or other extremist groups
- out of character changes in dress, behaviour and peer relationships (but there are also very powerful narratives, programmes and networks that young people can come across online so involvement with particular groups may not be apparent.)
- secretive behaviour
- online searches or sharing extremist messages or social profiles
- intolerance of difference, including faith, culture, gender, race or sexuality
- graffiti, art work or writing that displays extremist themes
- attempts to impose extremist views or practices on others
- verbalising anti-Western or anti-British views
- advocating violence towards others

Copleston High School values freedom of speech

...and the expression of beliefs / ideology as fundamental rights underpinning our society's values. Both pupils/students and teachers have the right to speak freely and voice their opinions. However, freedom comes with responsibility and free speech that is designed to manipulate the vulnerable or that leads to violence and harm of others goes against the moral principles in which freedom of speech is valued. Free speech is not an unqualified privilege; it is subject to laws and policies governing equality, human rights, community safety and community cohesion.

The current threat from terrorism in the United Kingdom may include the exploitation of vulnerable people, to involve them in terrorism or in activity in support of terrorism. The normalisation of extreme views may also make children and young people vulnerable to future manipulation and exploitation. Copleston High School is clear that this exploitation and radicalisation should be viewed as a safeguarding concern.

Risk

The school governors, the Principal and the Designated Safeguarding Lead will assess the level of risk within the school and put actions in place to reduce that risk. Risk assessment may include consideration of the use of school premises by external agencies, integration of pupils by gender and SEN, safeguarding concerns raised, our anti-bullying policy and other issues specific to the school's profile, community and philosophy.

This risk assessment will be reviewed as part of the annual 175 return that is monitored by the local authority.

Procedures for Referrals

It is important for us to be constantly vigilant and remain fully informed about the issues that affect the region in which we teach. Staff are reminded to take the view that 'it could happen here'. When any member of staff has concerns that a pupil may be at risk of radicalisation or involvement in terrorism, they should speak to the Designated Safeguarding Lead (as PREVENT Lead) or a member of the safeguarding team. As with all other safeguarding referrals, the follow-up by the school to each referral will be determined by the actions and advice of the relevant external agencies.

Advice regarding any concern relating to anti-radicalisation can be sought from the MASH Professional Consultation Line on 0345 606 1499.

If there were any concerns about adults working in the school community, they will be referred to the LA and through the appropriate channel.

The process for the referral of a concern is outlined later in the policy.

The Role of the Curriculum

Our curriculum promotes respect, tolerance and diversity. Children and young people 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.

Our PSHEe, Citizenship and SMSC provision is embedded across the curriculum, and underpins the ethos of the school. There is a specified task for each main school year group to complete as part of our registration programme which is designed to address and discuss issues around extremism and core British values such as democracy. In addition, assemblies are regularly delivered on topics such as British values and democracy.

Children and young people at Copleston 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.

Internet Safety

The internet provides children and young people with access to a wide-range of content, some of which is harmful. Extremists use the internet, including social media, to share their messages. The filtering systems used in our school blocks inappropriate content, including extremist content. We also filter out social media, such as Facebook. Searches and web addresses are monitored and the ICT technicians will alert senior staff where there are concerns and prevent further access when new sites that are unblocked are found.

Where staff, students or visitors find unblocked extremist content they must report it to a senior member of staff.

We are aware that children and young people have access to unfiltered internet when using their mobile phones and staff are alert to the need for vigilance when pupils are using their phones. Pupils and staff know how to report internet content that is inappropriate or of concern.

Safer Recruitment

We ensure that the staff we appoint to the school are suitable, our recruitment procedures are rigorous and we follow the statutory guidance published in part 3 of *Keeping Children Safe in Education* (most recent edition). Vetting and barring checks are undertaken on relevant people, including governors and volunteers.

Staff Training

All staff have been given training on PREVENT and it is incorporated into the induction session for all new staff. In addition there is an online refresher module which all staff must pass every summer. A record is held centrally of staff training.

Where refreshment or updates are required, the school will arrange staff training at its earliest convenience.

Visitors

Visitors to the school are made aware of our safeguarding and child protection policies on arrival at the school and are given information about what to do if they are concerned about any aspect of child welfare.

Arrangements for Visiting Speakers

Copleston High School has a clear procedure which must be followed when arranging for visiting speakers to come in to talk to students and staff. The PREVENT Duty Guidance (most recent edition) stipulates that there must be in place clear protocols for ensuring that any visiting speakers – whether invited in by staff or by children themselves – are suitable and appropriately supervised.

Please refer to the **Protocol for Managing Visiting Speakers** document for guidance and further information. The paperwork that accompanies the policy is available in the Shared Admin area of the school network. No visiting speaker will be allowed in school unless they have had approval from the Principal, following the submission of the appropriate paperwork.

Visitors who are invited to speak to pupils will be informed about our preventing extremism policy and relevant vetting checks are undertaken. We undertake due diligence to ensure that visiting speakers are appropriate. Speakers will be supervised at all times and will not be allowed to speak to children with a member of staff being present.

The Wider School Community – ‘No platform of extremists’

In line with the school’s commitment to the PREVENT agenda, our associated sports facilities explicitly state that the centre or its facilities cannot be used for any event or activity that will cause offence or undermine tolerance of other faiths or beliefs. The Sports Centre Manager will raise any concerns about applicants with the Safeguarding team prior to accepting the booking. Where necessary, the Safeguarding team will refer these concerns to the relevant agencies.

Policy Review

The Anti-Radicalisation policy statement will be reviewed annually as part of the overall Safeguarding policy review.

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. We also include in our definition of extremism calls for the death of members of our armed forces, whether in this country or overseas.

Extremism is defined by the Crown Prosecution Service as:

The demonstration of unacceptable behaviour by using any means or medium to express views which:

- Encourage, justify or glorify terrorist violence in furtherance of particular beliefs;
- Seek to provoke others to terrorist acts;
- Encourage other serious criminal activity or seek to provoke others to serious criminal acts; or
- Foster hatred which might lead to inter-community violence in the UK.

There is no such thing as a “typical extremist”: those who become involved in extremist actions come from a range of backgrounds and experiences, and most individuals, even those who hold radical views, do not become involved in violent extremist activity.

Pupils may become susceptible to radicalisation through a range of social, personal and environmental factors - it is known that violent extremists exploit vulnerabilities in individuals to drive a wedge between them and their families and communities. It is vital that school staff are able to recognise those vulnerabilities.

Indicators of vulnerability include:

- Identity Crisis – the student / pupil is distanced from their cultural / religious heritage and experiences discomfort about their place in society;
- Personal Crisis – the student / pupil may be experiencing family tensions; a sense of isolation; and low self-esteem; they may have dissociated from their existing friendship group and become involved with a new and different group of friends; they may be searching for answers to questions about identity, faith and belonging;

Personal Circumstances – migration; local community tensions; and events affecting the student / pupil’s country or region of origin may contribute to a sense of grievance that is triggered by personal experience of racism or discrimination or aspects of Government policy;

- Unmet Aspirations – the student / pupil may have perceptions of injustice; a feeling of failure; rejection of civic life;

- Experiences of Criminality – which may include involvement with criminal groups, imprisonment, and poor resettlement / reintegration;
- Special Educational Need – students / pupils may experience difficulties with social interaction, empathy with others, understanding the consequences of their actions and awareness of the motivations of others.

However, this list is not exhaustive, nor does it mean that all young people experiencing the above are at risk of radicalisation for the purposes of violent extremism.

More critical risk factors could include:

- Being in contact with extremist recruiters;
- Accessing violent extremist websites, especially those with a social networking element;
- Possessing or accessing violent extremist literature;
- Using extremist narratives and a global ideology to explain personal disadvantage;
- Justifying the use of violence to solve societal issues;
- Joining or seeking to join extremist organisations; and
- Significant changes to appearance and / or behaviour;
- Experiencing a high level of social isolation resulting in issues of identity crisis and / or personal crisis

ROLES AND RESPONSIBILITIES OF THE PREVENT LEAD

- Ensuring that staff of the school are aware that you are the PREVENT Lead in relation to protecting students/pupils from radicalisation and involvement in terrorism;
- Maintaining and applying a good understanding of the relevant guidance in relation to preventing students/pupils from becoming involved in terrorism, and protecting them from radicalisation by those who support terrorism or forms of extremism which lead to terrorism;
- Raising awareness about the role and responsibilities of Copleston High School in relation to protecting students/pupils from radicalisation and involvement in terrorism;
- Monitoring the effect in practice of the school's RE curriculum and assembly policy to ensure that they are used to promote community cohesion and tolerance of different faiths and beliefs;
- Raising awareness within the school about the safeguarding processes relating to protecting students/pupils from radicalisation and involvement in terrorism;
- Acting as the first point of contact within the school for case discussions relating to students / pupils who may be at risk of radicalisation or involved in terrorism;
- Collating relevant information from in relation to referrals of vulnerable students / pupils into the Channel* process;
- attending Channel* meetings as necessary and carrying out any actions as agreed;
- Reporting progress on actions to the Channel* Co-ordinator; and
- Sharing any relevant additional information in a timely manner

* Channel is a multi-agency approach to provide support to individuals who are at risk of being drawn into terrorist related activity and it aims to:

- Establish an effective multi-agency referral and intervention process to identify vulnerable individuals;
- Safeguard individuals who might be vulnerable to being radicalised, so that they are not at risk of being drawn into terrorist-related activity; and
- Provide early intervention to protect and divert people away from the risks they face and reduce vulnerability.

GUIDANCE ON PREVENT AND THE CHANNEL PROGRAMME

What is Prevent?

Prevent is the Government's strategy to stop people becoming involved in violent extremism or supporting terrorism, in all its forms. Prevent works within the non-criminal space, using early engagement to encourage individuals and communities to challenge violent extremist ideologies and behaviours.

What is Channel?

Channel is an early intervention multi-agency process designed to safeguard vulnerable people from being drawn into violent extremist or terrorist behaviour. Channel works in a similar way to existing safeguarding partnerships aimed at protecting vulnerable people.

Who does Channel work with?

Channel is designed to work with individuals of any age who are at risk of being exploited by extremist or terrorist ideologues. The process is shaped around the circumstances of each person and can provide support for any form of radicalisation or personal vulnerabilities.

How does Channel work?

Each Channel Panel is chaired by a local authority and brings together a range of multi-agency partners to collectively assess the risk and can decide whether a support package is needed. The group may include statutory and non-statutory partners, as well as lead safeguarding professionals. If the group feels the person would be suitable for Channel, it will look to develop a package of support that is bespoke to the person. The partnership approach ensures those with specific knowledge and expertise around the vulnerabilities of those at risk are able to work together to provide the best support.

What does Channel support look like?

Channel interventions are delivered through local partners and specialist agencies. The support may focus on a person's vulnerabilities around health, education, employment or housing, as well as specialist mentoring or faith guidance and broader diversionary activities such as sport. Each support package is tailored to the person and their particular circumstances.

How will the person be involved in this process?

A person will always be informed first if it's felt that they would benefit from Channel support. The process is voluntary and their consent would be needed before taking part in the process. This process is managed carefully by the Channel Panel. Who can make a referral? Anyone can make a referral. Referrals come from a wide range of partners including education, health, youth offending teams, police and social services.

What happens with the referral?

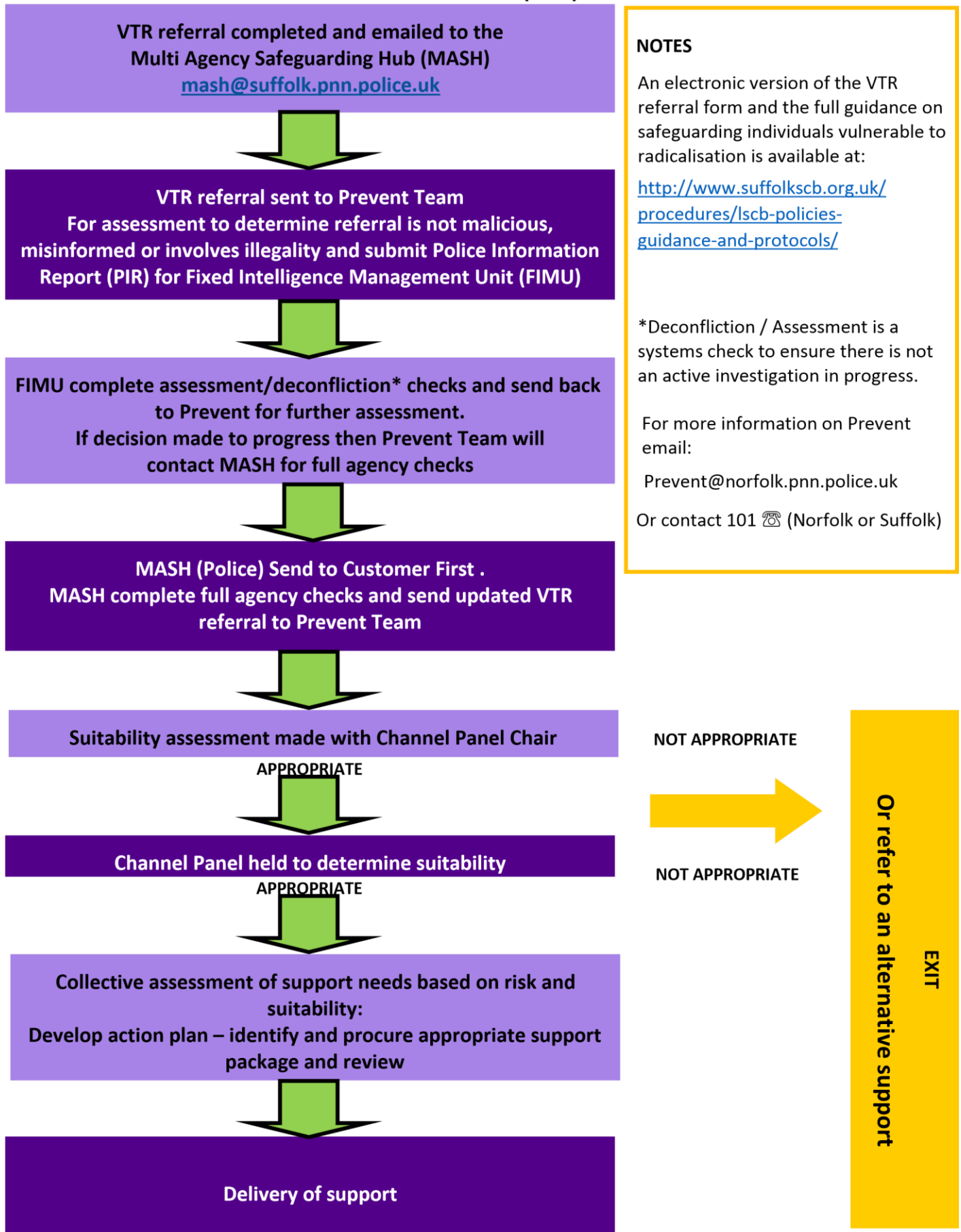
Referrals are first screened for suitability through a preliminary assessment by the Channel Coordinator and the local authority. If suitable, the case is then discussed at a Channel panel of relevant partners to decide if support is necessary.

Raising a concern

If you believe that someone is vulnerable to being exploited or radicalised, please use the established safeguarding or duty of care procedures within your organisation to escalate your concerns to the appropriate leads, who can raise concerns to Channel if appropriate.



Vulnerable to Radicalisation (VTR) Referral Process



NOTES

An electronic version of the VTR referral form and the full guidance on safeguarding individuals vulnerable to radicalisation is available at:

<http://www.suffolkscb.org.uk/procedures/lscb-policies-guidance-and-protocols/>

*Deconfliction / Assessment is a systems check to ensure there is not an active investigation in progress.

For more information on Prevent email:

Prevent@norfolk.pnn.police.uk

Or contact 101 ☎ (Norfolk or Suffolk)



HOW SOCIAL MEDIA IS USED TO ENCOURAGE TRAVEL TO SYRIA AND IRAQ BRIEFING NOTE FOR SCHOOLS

Terrorist organisations, such as ISIL, are trying to radicalise and recruit young people through an extensive use of social media and the internet. Young people, some as young as 14, have tried to leave the UK to travel to join ISIL and other terrorist groups in Syria and Iraq.

As with other online harms, every teacher needs to be aware of the risks posed by the online activity of extremist and terrorist groups. This briefing note is aimed at head teachers, teachers and safeguarding leads and provides advice about online terrorist and extremist material. It includes a short summary of some of the main ISIL propaganda claims and identifies social media sites which ISIL is using.

What action do schools and teachers need to take?

Schools have a vital role to play in protecting pupils from the risks of extremism and radicalisation. Keeping children safe from risks posed by terrorist exploitation of social media should be approached in the same way as safeguarding children from any other online abuse.

- In the same way that teachers are vigilant about signs of possible physical or emotional abuse in any of their pupils, if you have a concern for the safety of a specific young person at risk of radicalisation, **you should follow your school's safeguarding procedures**, including discussing with your school's designated safeguarding lead, and where deemed necessary, with children's social care. If you are in a 'Prevent' priority area, your local authority will have a 'Prevent' lead who can also provide support.
- **You can also contact your local police force or dial 101** (the non-emergency number). They can talk to you in confidence about your concerns and help you gain access to support and advice.
- **The local authority or police might suggest a referral to the 'Channel' programme.** 'Channel' is a voluntary Government funded programme which aims to safeguard children and adults from being drawn into terrorist activity. 'Channel' can provide a support plan and specific interventions to protect people at risk, including mentoring support or an ideological or theological intervention. If you want to find out more about 'Channel' [click here](#) or call 101 to discuss your concerns.

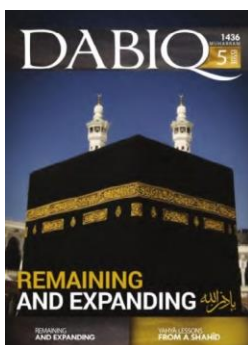
If you are concerned that a child's life is in immediate danger, or that they may be imminently planning to travel to Syria or Iraq dial 999 or call the confidential Anti-Terrorist Hotline on 0800 789 321.

For further background information on the roles of schools and teachers in safeguarding children, and preventing pupils from the risks of terrorism and extremism the following documents will be of use:

- **Keeping children safe in education:** statutory guidance for schools and colleges
- **Prevent Duty Guidance:** for specified authorities in England and Wales on the duty in the Counter-Terrorism and Security Act 2015 to have due regard to the need to prevent people from being drawn into terrorism.

PROPAGANDA THEMES

ISIL, also sometimes referred to as ISIS, is a violent terrorist group which has caused huge suffering to people in both Syria and Iraq in the name of an Islamist extremist ideology. They are a brutal group that wants to impose rule on people and has used violence and extortion. ISIL's claim to have established an 'Islamic State' or 'caliphate' in the region has no theological credibility.

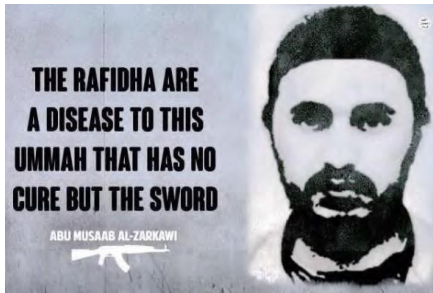


ISIL propaganda includes images and videos that present the group as an exciting alternative to life in the West. This media presents ISIL as the powerful creators of a new state, to which all Muslims (male and female) have a duty to travel. The propaganda continuously ignores the fact that ISIL is a terrorist organisation engaged in killing innocent men, women and children. When ISIL's official media groups release material online the group encourages supporters on social media to share the material – this is what gives ISIL its large reach, particularly to young people.

ISIL propaganda uses **four main themes** to encourage young people to travel to Syria and Iraq. These themes are used to recruit both men and women, and are also widely used in discussions on social media around ISIL.



ISIL celebrates and promotes an **image of success** online in order to attract young people – it tells them that ISIL are the winning side and can offer them an exciting life. The ISIL slogan 'Baqiyah wa-Tatamaddad' (remaining and expanding) presents the group as one that consistently achieves success. ISIL propaganda ignores the reality that ISIL are not winning and are opposed by the majority of people in Syria and Iraq.



ISIL portray their 'Caliphate' as an ideal, utopian state where Muslims will find **status and belonging**. ISIL propaganda claims that it is the duty of Muslim men and women in the West to travel there and regularly states that all foreigners are welcome in its ranks, so long as they are Sunni Muslims. In reality the claimed Caliphate has been rejected by the overwhelming majority of Islamic scholars around the world. ISIL abuse of women and children and killing of innocent civilians has been well documented.

The propaganda output of ISIL insists that it is the **personal duty** of Muslims to support them and travel to the 'Caliphate'. Islamic scholars have clearly dismissed this and have made clear there is no such obligation. ISIL wants to portray itself as the only group able to **defend Sunnis** from the Assad regime, the Iraqi army or the threat of the West. ISIL communications also show the group providing food and services to people in Syria and Iraq. In reality most Sunnis fear and oppose ISIL and recognise that they are a threat to their lives and security.

SOCIAL MEDIA PLATFORMS

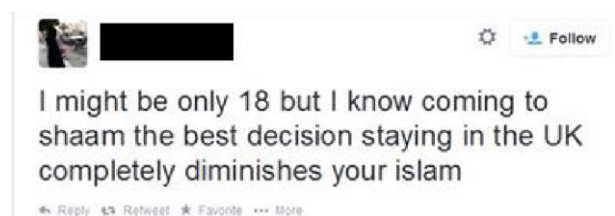
Social media has become an essential and exciting part of how we live. Millions of young people use these platforms daily to share content. But there are a small minority of users who exploit social media to radicalise and recruit vulnerable people.

The government and police work closely with the communications industry to remove extremist and terrorist content from the internet. Since February 2010, over 95,000 pieces of terrorist content have been removed from the internet and the companies' below continue to work with us to limit the abuse of their platforms by terrorists and their supporters. However, more content is uploaded all the time by people from this country and elsewhere who have joined ISIL in Syria and Iraq. Many of these people have an established online identity using platforms described below.

Many community based organisations respond to ISIL propaganda and debunk its messages. For example, London-based group **Families Against Stress and Trauma (FAST)** have designed an online guide for parents on the dangers of radicalisation, as well as producing a YouTube film with testimonies from parents whose children have travelled to Syria. They are currently sharing their knowledge in a series of parenting workshops.



ISIL supporters use Facebook to share content, such as news stories and YouTube videos, among their peer groups.





TWITTER

Twitter is another popular social media platform for pro-ISIL accounts and those sharing ISIL propaganda. It is easy to establish an account, stay relatively anonymous and share material with large numbers of people.



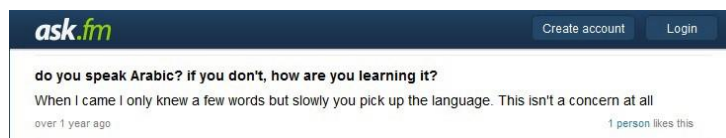
YOUTUBE

YouTube is also used to host videos, both of official ISIL output and videos created by users themselves. Multiple 'dummy' accounts will be set up so that when videos are taken down they can be reposted quickly.

Users will post YouTube links across their own social media platforms in order to disseminate material, particularly Twitter and Facebook.

ASK.FM

People considering travel to Syria or Iraq sometimes use Ask.fm to ask British jihadis and female ISIL supporters about travel, living standards, recruitment, fighting and broader ideology.



The answers given by ISIL supporters are encouraging, saying all their difficulties will be solved if they travel to the region.



INSTAGRAM

Instagram is used by fighters and ISIL supporters to share the photosets frequently produced by various ISIL media organisations.

ISIL supporters also use Instagram to share pictures of their life in Syria, often showing landscapes and images suggesting they are living a full and happy life.



TUMBLR

Tumblr, the blogging site, is exploited by fighters to promote longer, theological arguments for travel.

Tumblr is popular with female ISIL supporters, who have written blogs addressing the concerns girls have about travelling to the region, such as leaving their families behind and living standards in Syria.





PRIVATE MESSAGING

On social media, ISIL supporters frequently encourage others to message them on closed peer-to-peer networks when asked for sensitive information, such as on how to travel to the region, what to pack and who to contact when they arrive.

#IS distributing winter clothes & other school supplies to students in Mosul schools. May Allah strengthen them.



Popular private messaging apps include WhatsApp, Kik, SureSpot and Viber.

LANGUAGE USED BY ISIL

ISIL relies heavily on Islamic terminology, and often twists its meaning, to reinforce the impression that it is fighting for a religious cause and has established a truly Islamic state.

Terms used in ISIL propaganda and by supporters on social media include:

Dawla/Dawlah - A term used to describe ISIL by its supporters, an alternative to 'Islamic State.'

Caliphate - A Caliphate (or Khilafah) is a form of government used by early Muslims, under a single leader, or Caliph. ISIL supporters describe the territory the group controls in Iraq and Syria as the 'Caliphate'.

Jihad - Literally meaning 'struggle,' jihad can also refer to violence. Extremists may claim that undertaking violent jihad is obligatory for Muslims.

Mujahid - Someone who fights jihad, the plural of which is mujahideen.

Hijrah - Referring originally to the journey made by the Prophet Muhammad and his followers from Mecca to Medina, today hijrah is used by many to mean moving from a non-Muslim country to a Muslim country. ISIL uses this term to reinforce the idea that there is a religious obligation to travel to their so called Caliphate.

Shahada - This can refer both to the Islamic declaration of faith (the first of the five pillars of Islam) and to someone considered to have achieved martyrdom. In this case they will be referred to as a 'Shaheed'.

Kaffir/kuffar - A pejorative term used to describe non-Muslims, on the basis that they reject the tenets of Islam.

Ummah - This is the concept of the world community of Muslims, who are bound by common faith. ISIL regularly makes claims to be representing the 'one true Ummah' and that it is building a community for them.

Rafidha - The Arabic word for 'rejecters' or 'those who refuse', it is a term used to describe those believed to reject Islamic authority and leadership. 'Rafidha' is often used by ISIL supporters as a pejorative or sectarian term against Shia Muslims.

Sham - A classical Arabic term used to describe the region of the Levant, largely focused on Syria.