Preventing Radicalisation Policy

1.0 Background

1.1 This 'Preventing Radicalisation Policy' is part of our commitment to keeping children safe. Since the 'Education and Inspections Act 2006' schools have a duty to promote community cohesion. Over the last few years, global events have led to a growth of extremist viewpoints, including advocacy of violent extremism.

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

1.3 Safeguarding children from all risks of harm is an important part of an academy's work and protecting them from extremism is one aspect of that.

1.4 Each academy will have its own safeguarding policy and procedures for reporting concerns regarding radicalisation. Reference should me made to the schools own policies as well as this statement.

2.0 Ethos

2.1 The Birmingham Diocesan Multi-Academy Trust (BDMAT) aims to ensure that through our vision, values, rules, diverse curriculum and teaching we promote tolerance and respect for all cultures, faiths and lifestyles. The Trustees also ensures that this ethos is reflected and implemented effectively in academy policy and practice and that there are effective risk assessments in place to safeguard and promote students' welfare.

2.2 We have a duty to prepare our children for life in modern Britain and to keep them safe. Students who attend our academies have the right to learn in safety. We do not tolerate bullying of any kind and will challenge derogatory language and behaviour towards others.

3.0 Statutory Duties

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

- Counter Terrorism and Security Act (2015)
- Keeping Children Safe in Education (2016)
- Prevent Duty Guidance (2015)
- Working Together to Safeguard Children (2015)

4.0   Non-statutory Guidance

4.1   Improving the spiritual, moral, social and cultural (SMSC) development of pupils: supplementary information (DfE 2014)

5.0   Definitions

5.1   **Extremism** is defined in the 2011 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.

5.2   **Radicalisation** refers to the process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups.

5.3   **British Values** are democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs.

6.0   Roles and Responsibilities

6.1   Role of the Local Academy Board

- It is the role of the local academy board to ensure that the academy meets its statutory duties with regard to preventing radicalisation.

- The local academy board has a nominated person who will liaise with the Headteacher and other staff about issues to do with protecting children from radicalisation.

6.2   Role of the Headteacher

It is the role of the Headteacher to:

- Ensure that the academy and its staff and volunteers respond to preventing radicalisation on day-to-day basis;
- Ensure that the academy's curriculum addresses the issues involved in radicalisation; and
- Ensure that staff and volunteers conduct is consistent with preventing radicalisation.

6.3   Role of Designated Safeguarding Lead

It is the role of the designated safeguarding lead to:

- Ensure that staff and volunteers understand the issues of radicalisation, are able 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 regard to concerns about radicalisation;
- Liaise with partners, including the Trust, local authority and the police; and
- Report to the local academy board on these matters.

6.4   Role of staff

It is the role of staff to understand the issues of radicalisation, are able to recognise the signs of vulnerability or radicalisation and know how to refer their concerns.

7.0   Curriculum

7.1   The Trust is committed to ensuring that our students are offered a broad and balanced curriculum that aims to prepare them for life in modern Britain. We encourage our students to be inquisitive learners who are open to new experiences and are tolerant of others.

7.2 These values support the development of the whole child as a reflective learner within a calm, caring, happy and purposeful atmosphere. Teaching the school's core values alongside the fundamental British Values supports quality teaching and learning, whilst making a positive contribution to the development of a fair, just and civil society.

8.0 Internet Safety

8.1 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 academies block inappropriate content, including extremist content.

8.2 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.

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

8.4 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 students are using their phones.

8.5 Students, staff and volunteers should report internet content that is inappropriate or of concern to a senior member of staff immediately.

9.0 Staff and Volunteer Training

9.1 Staff and volunteers will be given training to help them understand the issues of radicalisation, are able to recognise the signs of vulnerability or radicalisation and know how to refer their concerns.

9.2 This information also forms part of induction safeguarding training. Staff and volunteers are updated as necessary in safeguarding briefings.

10.0 Safer Recruitment

10.1 We ensure that the staff appointed to our academies are suitable, our recruitment procedures are rigorous, and we follow the statutory guidance published in part 3 of *Keeping Children Safe in Education (2016).* Vetting and barring checks are undertaken on relevant people, including governors and volunteers, where they meet the requirements for such checks.

11.0 Visitors

11.1 Staff and volunteers must not invite speakers into an academy without first obtaining permission from the Headteacher.

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

11.3 Speakers will be supervised at all times and will not be allowed to speak to students without a member of staff being present.

12.0 'No platform for extremists'

12.1 Each academy is vigilant to the possibility that out-of-hours hire of the premises may be requested by people wishing to run an extremist event. Academies do not accept bookings from individuals or organisations that are extremist in their views.

13.0 Signs of vulnerability

13.1 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; and
- rejection by peers, family, social groups or faith.

14.0   Recognising Extremism

14.1   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 the academy;
- 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; and
- advocating violence towards others.

15.0   Referral Process

15.1   Staff, volunteers and visitors to an academy must refer all concerns about children and young people who show signs of vulnerability or radicalisation to the Designated Safeguarding Lead using the usual methods for reporting other safeguarding concerns.

15.2   When there are significant concerns about a student, the Designated Safeguarding Lead in liaison with the Headteacher will make a referral to the appropriate body.

16.0   Monitoring and Review

16.1   This policy will be monitored by the local academy board at least annually by receiving a report from the Designated Safeguarding Lead.

16.2   This is not a statutory policy and will be reviewed at an appropriate time not later than two years after ratification by the board of directors of BDMAT.