



# ASPIRATIONS

## PREVENTING RADICALISATION POLICY

### Budmouth Academy

Version control	
November 2024	Reviewed, updated
Preventing Radicalisation Policy 2022-12-02	Reviewed, some inactive links removed
December 2020	Reviewed and no updates needed

Date of next review:	December 2026	Owner:	Trust Safeguarding Lead
Type of policy:	Trust Template	Approval level:	EOB

## **Background**

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.

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,' (2015) which means they must work to prevent children being drawn into extremism.

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

We recognise that pupils can be vulnerable to extremist ideology and radicalisation, and we are committed to protecting pupils from this risk as part of our safeguarding responsibilities.

Our commitment to safeguarding pupils against extremism, radicalisation and terrorism includes interventions and collaboration with other agencies including the police and the LA where appropriate and as required.

## **Ethos**

We support and will adhere to guidance from the DfE which requires schools to actively promote fundamental British values to enable pupils to challenge extremist views and ensure that pupils are encouraged to regard people of all faiths, races and cultures with respect and tolerance.

The Aspirations Academies Trust ensures that through its academies' vision, values, rules, diverse curriculum and teaching we promote tolerance and respect for all cultures, faiths and lifestyles. We ensure that this ethos is reflected and implemented effectively in policy and practice and that there are effective risk assessments in place to safeguard and promote students' welfare.

We have a duty to prepare our children for life in modern Britain and to keep them safe. Pupils 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.

## **Statutory Duties**

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 (2024)
- Prevent Duty Guidance (2024)

- Working Together to Safeguard Children (2023)
- The Prevent duty: safeguarding learners vulnerable to radicalisation (2023)
- Channel Duty guidance: protecting people vulnerable to being drawn into terrorism (2021)

### **Non-statutory Guidance**

- Promoting fundamental British values as part of SMSC in schools: Departmental advice for maintained schools, (DfE 2014).

### **Related Policies**

- Acceptable use of the Internet and Digital Technology Policy (AUP)
- Promoting Positive Behaviour Policy
- Safeguarding and Child Protection Policy
- Equality Policy
- Staff Code of Conduct
- Teaching and Learning Policy
- Whistleblowing Policy

### **Definitions**

**Extremism** is defined 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. This includes calling for the death of members of our armed forces, whether in this country or overseas.

**Radicalisation** is defined as the process of a person legitimising support for, or use of, terrorist violence.

**Terrorism** is defined as 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 or threat must be designed to influence the government or to intimidate the public and is made for the purpose of advancing a political, religious or ideological cause.

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

### **Roles and Responsibilities**

#### Role of the Regional Board (RB)

It is the role of the governing body (RB) to ensure that the academy meets its statutory duties with regard to preventing radicalisation.

## Role of the Principal

It is the role of the Principal to:

- Ensure the school has a designated lead in a senior management role who is responsible for the delivery of Prevent
- ensure that the school and its staff respond to preventing radicalisation on a day-to-day basis
- ensure pupils are taught about British values through the curriculum
- ensure that the teaching of the school curriculum encourages learners to respect other people, with particular regard to the protected characteristics set out in the Equality Act 2010
- ensure the school is a safe space in which pupils can understand and discuss sensitive topics, including terrorism and extremism, and are able to challenge these ideas
- ensure that the school's curriculum addresses the issues involved in radicalisation
- ensure that staff conduct is consistent with preventing radicalisation
- undertake a risk assessment that assesses how their learners or staff may be at risk of being radicalised into terrorism, including online
- identify extremist risks in the local area
- ensure that the school's safeguarding policies set out clear protocols for ensuring that any visiting speakers are suitable and appropriately supervised
- ensure that invited speakers do not undermine the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs
- ensure DSLs or Prevent leads receive in-depth training, including on extremist and terrorist ideologies, how to make referrals and how to work with Channel panels - updated at least every two years

## Role of Designated Safeguarding Lead

It is the role of the designated safeguarding lead to:

- ensure that staff 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 local authority and the police to support pupils at risk of being drawn into terrorism
- undertake specific prevent awareness training and provide advice and support to other staff on protecting pupils from the risk of radicalisation
- maintain an awareness of the risks relating to extremism in the local area
- report to the RB on these matters

## Role of Staff

It is the role of staff to:

- be alert to the risk factors of extremism and radicalisation and any changes in a pupil's behaviour which could indicate that they may be in need of help or protection
- understand the issues of radicalisation and refer their concerns to the DSL
- use their professional judgement to identify pupils who may be at risk of radicalisation and acting proportionately.

## **Curriculum**

We are committed to ensuring that our pupils are offered a broad and balanced curriculum that aims to prepare them for life in modern Britain. We encourage our pupils to be inquisitive learners who are open to new experiences and are tolerant of others. Budmouth Academy is a values-based learning community. Our values support the development of the whole child as a reflective learner within a calm, caring, happy and purposeful atmosphere. Teaching the academy'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.

Useful resources to support teachers (please evaluate and amend to meet the needs of the pupils):

[www.educateagainsthate.com](http://www.educateagainsthate.com)

## **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.

## **Staff Training**

Staff will be given training to help them understand the issues of radicalisation, to be able to recognise the signs of vulnerability or radicalisation and know how to refer their concerns and address behaviour that may be interpreted as not in keeping with the school's ethos and values. This information also forms part of induction safeguarding training. Staff are updated as necessary in regular safeguarding briefings and at training sessions.

## **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 Keeping Children Safe in Education (2024). Vetting and barring checks are undertaken on relevant people, including governors and volunteers. See also the Safeguarding and CP Policy.

## **Volunteers**

Visitors / Volunteers to the school are made aware of our Safeguarding and Child Protection policy and are given information about what to do if they are concerned about any aspect of child welfare.

## **Signs of Vulnerability**

There are no known definitive indicators that a young person is vulnerable to radicalisation, but there are a 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 identity
- 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
- 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 searching 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
- verbalizing anti-Western or anti-British views
- advocating violence towards others

## **Referral Process**

Staff and visitors to the school must refer all concerns about children and young people who show signs of vulnerability or radicalisation must be passed to the Designated Safeguarding Lead, using the usual methods for reporting safeguarding concerns. When there are significant concerns about a pupil the Designated Safeguarding Lead will make a referral to:

<https://www.dorset.police.uk/advice/advice-and-information/t/prevent/prevent/beta/prevent-team-referral/>

## **Monitoring and Review**

This is not a statutory policy and will be reviewed at an appropriate time not later than two years after ratification by the RB.