Preventing Radicalisation Policy

Budmouth Academy, Weymouth

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1. 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.

2. 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.

3. 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
- 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)

4. Non-statutory Guidance

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

5. 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
- Invacuation, Lockdown and Evacuation Policy
- Online Safety Policy
- Data Protection Policy

6. 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.

7. 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, and develop an action plan to set out the steps which will be taken to mitigate any identified risk
- 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
- Ensure that appropriate prevent training is undertaken by each member of staff
- Ensure staff know about Prevent awareness e-learning from the Home Office; the government's Educate Against Hate website and the school's own internal guidance and resources.

Role of Designated Safeguarding Lead and their Deputies

It is the role of the designated safeguarding lead and DDSLs to:

- ensure that staff understand the Prevent Duty, issues of radicalisation, can 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
- handle any referrals to Prevent and/or Channel and support staff who make referrals
- co-operate as reasonably practicable with LA-led Channel panels
- follow up any referrals made to the Prevent team
- provide advice and support to staff on protecting pupils from the risk of radicalisation
- provide guidance to other staff members to help them support pupils at risk of being drawn into terrorism
- understand local procedures for making a Prevent referral and make Prevent referrals where appropriate
- consider if it would be appropriate to share any information with a new school or college in advance of a pupil leaving, e.g. if the pupil is currently receiving support through the 'Channel' programme and the information would allow the new setting to have support in place for when the pupil arrives
- 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
- immediately raise any concerns with the DSL (or any deputies, in their absence)
- Engage in staff training on the Prevent duty

8. Curriculum and fundamental British Values

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.

As a result of the school promoting fundamental British values, pupils will be expected to have:

- An understanding of how citizens can influence decision-making through the democratic process
- An appreciation that living under the rule of law protects individual citizens and is essential for their wellbeing and safety
- An understanding that there is a separation of power between the executive and the judiciary, and that while some public bodies such as the police and the army can be held to account through Parliament, others such as the courts maintain independence
- An understanding that the freedom to choose and hold other faiths and beliefs is protected in law
- An acceptance that other 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

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

www.educateagainsthate.com

9. 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. The school has appropriate filtering and monitoring systems to limit pupils' exposure to online risks, including extremist content. We will deal with harmful online behaviour in the same way as offline activity.

The DSL and ICT team work together to ensure that there is a clear reporting process in place where filtering systems raise safeguarding or prevent-related concerns.

10. 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.

11. 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. Vetting and barring checks are undertaken on relevant people, including governors and volunteers. See also the Safeguarding and CP Policy.

12. 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.

13. 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, but are not limited to:

- 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

14. 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 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
- verbalizing anti-Western or anti-British views
- advocating violence towards others

15. Referral Process

Staff and visitors to the school 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 safeguarding concerns.

The DSL will inform the pupil that they are going to speak with their parents. Parents will be contacted to discuss the issue and investigate where there are any mitigating home circumstances, unless doing so would put the pupil at further risk of harm. A decision will be made at this meeting to determine whether a referral should be made to Prevent. In most cases, the DSL will refer the case to Prevent where there is a radicalisation concern, as appropriate.

If there is a concern about potential radicalisation into terrorism or reason to believe that someone is susceptible to radicalisation staff members will make referrals using the Prevent national referral form – the DSL will be notified in all cases and will support staff members who do so.

Should more guidance be required, calls can be directly made to the National Police Prevent advice and guidance line - 0800 011 3764.

When there are significant concerns about a pupil the Designated Safeguarding Lead will make a referral to:

Ian Grant (Prevent Lead, Dorset Council)
ian.grant@dorsetcouncil.gov.uk

16. 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.