



# Prevention of Radicalisation Policy



<b>Author</b>	<b>Michelle Reysenn</b>	<b>Date</b>	<b>June 2023</b>
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## **PREVENTION OF RADICALISATION POLICY**

This Preventing Radicalisation Policy is part of our commitment to keeping our pupils 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.

### **Ethos**

At Brook Academy we ensure that through our Academy vision, values, relationships and small group teaching, we promote tolerance and respect for all cultures, faiths and lifestyles. The Governing Body/ Academy Council also ensures that this ethos is reflected and implemented effectively through Academy policy and practice and that there is an effective suite of safeguarding policies in place to safeguard and promote pupils' welfare.

We have a duty to prepare our pupils for life in modern Britain and to keep them safe. Everyone at Brook Academy has the right to learn and work 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 2022
- Prevent Duty Guidance 2019
- Working Together to Safeguard Children 2018

### **Non-statutory Guidance**

- Promoting fundamental British Values as part of SMSC in schools: DfE Departmental advice for maintained schools 2014

### **Related Policies**

- E-Safety and Internet use Policy
- Social Networking Policy
- Child Protection and Safeguarding Policy
- Equality Opportunities Policy
- Code of Conduct
- Dignity at Work
- Employee Handbook
- Curriculum Policy
- Whistle-blowing Policy

## Definitions

**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 the country or overseas.

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

**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 Academy Council**

It is the role of the Leadership Team and Academy Council to ensure that the Academy meets its statutory duties with regard to preventing radicalisation. The Academy Councillors have a nominated person, **Gus Grimshaw**, who will liaise with the Designated Safeguarding Lead, **Zoe Jenkins**, and other staff about issues to do with protecting pupils from radicalisation.

### **Role of the Head Teacher**

It is the role of the Head teacher to:

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

### **Role of Designated Safeguarding Lead**

It is the role of the designated safeguarding lead to:

- Ensure that the staff understand the issues of radicalisation, that they are able to recognise the signs of vulnerability or radicalisation and know how to refer their concerns;
- Receive safeguarding concerns about pupils 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;
- Report to the Governors/ Academy Council on these matters.

### **Role of Staff**

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

## **The 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. Our values support the development of the whole child as a reflective learner within a safe respectful environment. 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.

## **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 at our Academy blocks inappropriate content, including extremist content. Where staff, pupils or visitors find unblocked extremist content they must report it to the Designated Safeguarding Lead **Zoe Jenkins** or Deputy Designated Safeguarding lead, **Rebecca Mullins or Sara Yuen**.

We are aware that children and young people have access to unfiltered internet using their mobiles phones; staff are alert to the need for vigilance when pupils are using their phones. The appropriate use of ICT and social networking policy refers to preventing radicalisation and related extremist content. Pupils and staff know how to report internet content that is inappropriate or of concern.

## **Staff Training**

Staff will be given training to help them understand the issues of radicalisation, so that they are able to recognise the signs of vulnerability or radicalisation and know how to refer their concerns. This information also forms part of annual safeguarding training.

## **Safer Recruitment**

We ensure that the staff we appoint to the Academy are suitable, our recruitment procedures are rigorous and we follow the statutory guidance published in part 3 of *Keeping Children Safe in Education 2022*. Vetting and barring checks are undertaken on relevant people, including Governors/ AC and volunteers.

## **Visitors**

Visiting Professionals to the Academy are asked to read our safeguarding and child protection policies on arrival at the Academy and are given information about what to do if they are concerned about any aspect of child welfare. 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 pupils without a member of staff being present. Staff must not invite the speakers into Academy without first obtaining permission of the Headteacher.

## **Signs of Vulnerability**

There are no known definitive indicators that a young person is vulnerable to Radicalisation. These issues are heightened within our context as an academy for SEND, but there are a number of signs that together increase the risk. Signs of vulnerability include:

- Underachieving/lack of engagement/disaffection

- Being in possession of extremist literature
- Poverty
- Social exclusion
- Traumatic events
- Global or national events
- Religious conversion
- Changes in behaviour/attitude
- 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
- Social isolation

### **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 college
- 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 (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

### **Referral Process**

Staff and visitors to the Academy **must** refer all concerns about pupils who show signs of vulnerability or radicalisation to the **Designated Safeguarding Lead, Zoe Jenkins** or Deputy Safeguarding lead, **Rebecca Mullins or Sara Yuen**, using the usual methods for reporting other safeguarding concerns. When there are significant concerns about a pupil, the Designated Safeguarding Lead in liaison with the Deputy Headteacher will make a referral to the appropriate body.