



Anti- Radicalisation Policy

Believe * Achieve * Succeed



September 2020

Review: September 2021

Statement of Intent

Preventing Radicalisation is part of our commitment to keeping children safe. 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. Staff will be alert to changes in children's behaviour which could indicate that they may be in need of help or protection. Staff will use their professional judgement to identify children who may be at risk of radicalisation and act appropriately – which may include making a referral to the Channel programme. Each school within the Academy Trust will work with the Local Children's Safeguarding Board as appropriate.

Ethos

At BASE Academy Trust we ensure that through our school vision, values, rules, diverse curriculum and teaching we promote tolerance and respect for all cultures, faiths and lifestyles. The governing body also ensures that this ethos is reflected and implemented effectively in school 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 schools 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 (2020)
- Prevent Duty Guidance (2015)
- Working together to Safeguard Children (2015)

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
- Behaviour for Learning Policy
- Safeguarding Policy
- Equality Policy
- PSHE Policy
- RE Policy
- Staff Code of Conduct
- Teaching and Learning 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 this 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 Trustees and Local Governing Board

It is the role of the Trust and each Local Governing Board to ensure that the school meets its statutory duties with regard to preventing radicalisation. The Trust Board has a nominated person; Craig Graham – the Chair of the Trust, who will liaise with the Head of School/Executive Head Teacher and other staff about issues to do with protecting children from radicalisation.

Role of the Head of School / Executive Headteacher

It is the role of the Head of School / Executive Head Teacher to:

- ensure that the school and its staff respond to preventing radicalisation on a day to-day basis,
- ensure that the school'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 staff receive training which is updated annually in order to 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
 - report to the Trust Board and Local Governing Board on these matters.

Role of Staff

It is the role of staff to understand the issues of radicalisation and know how to refer their concerns.

Training

The designated safeguarding lead will coordinate Prevent awareness training in order to ensure staff are aware of the risk indicators and their duties regarding preventing radicalisation. All staff will receive annual training.

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 (2015). Vetting and barring checks are undertaken on relevant people, including governors and volunteers.

Visitors

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

Preventing radicalisation through learning

In addition to a vigilant programme of awareness of risk indicators and referrals where necessary, BASE Academy Trust is dedicated to protecting our pupils by engaging them in activities which help them to be more resilient to radical influences.

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. BASE Academy Trust 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 schools 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.

Each school's curriculum is tailored to meet the needs of their pupils. Philosophy for Children as well as teaching and learning in PSHCE and RE contributes to pupil Spiritual, Moral, Social and Cultural development. These sessions also provide opportunities to discuss ideas and themes such as difference and tolerance. All staff are aware that such sessions may give rise to comments which need to be considered within the context of radicalisation and these must be referred according to the school policy.

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.

Risk Indicators

There are no known definitive indicators that a young person is vulnerable to radicalisation, but there are a number of signs that together may increase the risk. All staff are aware of these risks and the procedure for raising concerns.

Indicators of an identity crisis:

- Distancing themselves from their cultural/religious heritage
- Uncomfortable with their place in society
- Changing style of dress or personal experience to accord with the group
- Conversation increasingly focussed on a particular (potentially extremist) ideology
- Possession of materials or symbols associated with an extremist cause

Indicators of a personal crisis:

- Family tensions
- A sense of isolation

- Low self-esteem
- Disassociation from existing friendship groups
- Loss of interest in activities which they previously engaged with
- Searching for answers to questions about identity, faith and belonging

Indicators of vulnerability through personal circumstances:

- Migration
- Local community tensions
- Events affecting their country or region of origin
- Alienation from UK values
- A sense of grievance triggered by personal experience of racism or discrimination

Indicators of vulnerability through unmet aspirations:

- Perceptions of injustice
- Feelings of failure
- Rejection of civic life

Other indicators:

- Using derogatory language about a particular group
- Inappropriate forms of address
- Possession of prejudice related material
- Property damage
- Refusal to cooperate with teachers/adults requests
- Condoning or supporting engagement with extremist ideologies or groups

Referral

At BASE Academy Trust, we are committed to protecting our pupils from radicalisation through a process of early intervention. 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 within each school, or another member of designated staff in their absence.

All staff are encouraged to raise any concerns they might have about a child with the designated safeguarding lead. The safeguarding lead will then assess the situation and decide whether further action is required. If so, they will then discuss any concerns with the headteacher and decide the best course of action regarding a referral to external agencies. Any decisions made will be made on a case-by-case basis and staff must be made aware that if they disagree with a decision not to refer, they are entitled to make a referral themselves where they harbour genuine concerns that a child is at risk.

When there are significant concerns about a pupil the Designated Safeguarding Lead in consultation with the Head of School / Executive Head Teacher will make a referral to:

DC 12507 Keith Galley

Mobile: 07881 356940

Email: keith.galley@gmp.police.uk

Monitoring and Review

This policy will be reviewed at least annually by receiving a report from the Designated Safeguarding Leads in each school.