



# **ANTI-RADICALISATION / PREVENT POLICY**

**(Non-Statutory)**

Approved: Summer 2023

Date of Next Review: Summer 2025

## **Equality Impact Assessment - Policy Review**

**In reviewing this policy, we have tried to make a positive impact on equality by considering and reducing or removing inequalities and barriers which already existed. We have ensured that this policy does not impact negatively on the dimensions of equality.**

## **Policy Statement**

The Roseland Multi-Academy Trust [Trust] is fully committed to safeguarding and promoting the welfare of all its students. Every member of staff recognises that safeguarding against radicalisation and extremism is no different to safeguarding against any other vulnerability in today's society. This policy sets out aims, strategies and procedures to protect vulnerable individuals from being radicalised or exposed to extremist views, by identifying who they are and promptly providing them with support.

## **Links to Other Policies**

This policy links to the following academy policies:

- Child Protection & Safeguarding
- Anti-Bullying Policy
- Behaviour Policy
- e-Safety/Online Policy
- PREVENT Strategy, HM Government
- PREVENT Duty for Schools, HM Government
- Keeping Children Safe in Education, DfE
- Working Together to Safeguard Children, DfE
- Counter Terrorism & Security Bill

## **Aims and Principles**

This policy is intended to provide a framework for dealing with issues relating to vulnerability, radicalisation and exposure to extreme views. The Trust recognises that they are well-placed to be able to identify these safeguarding issues and this policy clearly sets out how they will deal with such incidents and identifies how the curriculum and ethos underpins their actions.

To achieve this aim:

- Trustees and all staff will have an understanding of what radicalisation and extremism is and why we need to be vigilant in schools.
- A member of each academy's Safeguarding Team is WRAP (Workshop to Raise Awareness of PREVENT) trained.
- Trustees and all staff will know what the policy is on tackling extremism and radicalisation and will follow the policy guidance swiftly when issues arise.
- Students will understand the dangers of radicalisation and exposure to extremist views; building resilience against these and knowing what to do if they experience them. As with all other safeguarding duties the process for referral will be appropriately followed and may include notifying police if criminal activity has occurred. The Trust will be part of the Channel and Support processes, if required.
- Parents/carers and students will know that the Trust has policies in place to keep students safe from harm and that it regularly reviews its systems, to ensure they are appropriate and effective.

The main aims of this policy are to ensure that staff are fully engaged in being vigilant about radicalisation; that they overcome professional disbelief that such issues will not happen here and ensure that we work alongside other professional bodies and agencies to ensure that our students are safe from harm.

## **Definitions and Indicators**

Radicalisation is defined as the act or process of making a person more radical or favouring of extreme or fundamental changes in political, economic or social conditions, institutions or habits of the mind.

Extremism is defined as the holding of extreme political or religious views.

There are a number of behaviours which may indicate a child is at risk of being radicalised or exposed to extreme views. These include:

- Spending increasing time in the company of other suspected extremists, probably via the internet.
- Changing their style of dress or personal appearance or name to accord with the group.
- Day-to-day behaviour becoming increasingly centred on an extremist ideology, group or cause.
- Loss of interest in other friends and activities not associated with the extremist ideology, group or cause.
- Possession of materials or symbols associated with an extremist cause.
- Attempts to recruit others to the group/cause.
- Communications with others that suggests identification with a group, cause or ideology.
- Using insulting to derogatory names for another group.
- Increase in prejudice-related incidents committed by that person – these may include:
  - Physical or verbal assault
  - Provocative behaviour
  - Damage to property
  - Derogatory name-calling
  - Possession of prejudice-related materials
  - Prejudice-related ridicule or name-calling
  - Inappropriate forms of address
  - Refusal to cooperate
  - Attempts to recruit to prejudice-related organisations
  - Condoning or supporting violence towards others

### **Procedures for Referrals**

Although serious incidents involving radicalisation have not occurred within the Trust to date, it is important for us to be constantly vigilant and remain fully informed about the issues which affect the local area and society in which we teach. Staff are reminded to suspend any ‘professional disbelief’ that instances of radicalisation ‘could not happen here’ and to be ‘professionally inquisitive’ where concerns arise, referring any concerns through the appropriate channels.

We believe that it is possible to intervene to protect people who are vulnerable. **Early intervention is vital** and staff must be aware of the established processes for front line professionals to refer concerns about individuals and/or groups. Staff must have the confidence to challenge, the confidence to intervene and ensure that strong safeguarding practices based on the most up-to-date guidance and best practice are in place.

Each academy has trained Designated Safeguarding Leads who will deal swiftly with any referrals made by staff or with concerns reported by staff.

The relevant Headteacher will discuss the most appropriate course of action on a case-by-case basis and will decide when a referral to external agencies is needed.

As with any child protection referral, staff must be aware that if they do not agree with a decision not to refer, they can make the referral themselves and will be given the contact details to do this.

### **Trustees, Leaders and Staff**

The Headteacher of each academy and the Designated Safeguarding Leads are the leaders for referrals relating to extremism and radicalisation.

Staff will be fully briefed about what to do if they are concerned about the possibility of radicalisation relating to a student, or if they need to discuss specific children whom they consider to be vulnerable to radicalisation or extremist views.

Each academy's Designated Safeguarding Lead will work in conjunction with their Headteacher, pastoral team and external agencies to decide the best course of action to address concerns which arise.

We recognise prejudicial behaviour can be a factor in radicalisation and extremism. With this in mind, the Trust has procedures for dealing with prejudicial behaviour, as outlined in each academy's Behaviour Policy and the Trust's Equality & Diversity Policy.

### **The Role of the Curriculum**

Each academy's curriculum is broad and balanced. It promotes respect, tolerance and diversity. Children are encouraged to share their views and recognise that they are entitled to have their own different beliefs which should not be used to influence others.

Each academy's PSHE provision is embedded across the curriculum. It directs assemblies and underpins the ethos of the academy. It is recognised that students with low aspirations are more vulnerable to radicalisation and, therefore, each academy strives to equip their students with confidence, self-belief, respect and tolerance as well as setting high standards and expectations for themselves.

Students are regularly taught about how to stay safe when using the internet and are encouraged to recognise that people are not always who they say they are online. They are taught to seek adult help if they are upset or concerned about anything they read or see on the internet.

### **Staff Training**

Through training opportunities, the Trust ensures that its staff are fully aware of the threats, risks and vulnerabilities that are linked to radicalisation; are aware of the process of radicalisation and how this might be identified early on and are aware of how to provide support as an academy to ensure that students are resilient and able to resist involvement in radical or extreme activities.

### **Visitors and the Use of Premises**

Staff are encouraged to invite visitors into each academy to enrich the curriculum, BUT they will be subject to, where appropriate, safeguarding and vetting checks, including DBS checks where relevant and photo identification.

Upon arriving at an academy, all visitors (including contractors) will read the Code for Visitors which will make them aware of who the Designated Safeguarding Lead is and how to report any concerns which they may experience.

If any agreement is made to allow non-school groups or organisations to use premises, appropriate checks will be made before agreeing the contract. Usage will be monitored and, in the event of any behaviour not in-keeping with this policy, the relevant academy will contact the police and may terminate the contract.