Preventing Radicalisation Policy

1.0   Background

1.1   This 'Preventing Radicalisation Policy' is part of our commitment to keeping children safe. Since the 'Education and Inspections Act 2006' schools are required by law to teach a broad and balanced curriculum which promotes the spiritual, moral, cultural, mental and physical development of pupils and prepares them for the opportunities, responsibilities and experiences of life. They must also promote community cohesion. Over the last few years, global events have led to a growth of extremist viewpoints, including advocacy of violent extremism.

1.2   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 under sections 26 and 29 of the Counter Terrorism and Security Act (2015) which means they must work to prevent children being drawn into extremism and support the rehabilitation and disengagement of those already involved in terrorism. This duty is known as the Prevent Duty and this statutory guidance was updated in September 2023. Being drawn into terrorism includes not just violent extremism but also non-violent extremism, which can create an atmosphere conducive to terrorism and can popularise views which terrorists exploit.
The objectives of Prevent are to:
- tackle the ideological causes of terrorism
- intervene early to support people susceptible to radicalisation
- enable people who have already engaged in terrorism to disengage and rehabilitate

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

1.4   Each school will have its own child protection and safeguarding policy and procedures for reporting concerns regarding radicalisation.

2.0   Ethos

2.1   The Birmingham Diocesan Multi-Academy Trust (BDMAT) aims to ensure that through our vision, values, rules, diverse curriculum and teaching we promote tolerance and respect for all cultures, faiths, and lifestyles. The Trustees also

ensures that this ethos is reflected and implemented effectively in Trust policy and practice and that there are effective risk assessments in place to safeguard and promote pupils' welfare.

2.2   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.

3.0   Statutory Duties

3.1   The duty to prevent children and young people being radicalised is set out in the following documents:

- Section 26 of the Counter Terrorism and Security Act (2015)
- Section 29 of the Counter Terrorism and Security Act (2015)
- The latest version of Keeping Children Safe in Education
- Revised Prevent Duty Guidance (Updated September 2023) which comes into force 31 December 2023
- Working Together to Safeguard Children (2015)

4.0   Non-statutory Guidance

4.1   Improving the spiritual, moral, social and cultural (SMSC) development of pupils: supplementary information (DfE 2014)

4.2   [Managing risk of radicalisation in your education setting](). (Updated 7 September 2023)

5.0   Definitions

5.1   **Extremism** is defined in the Government's Counter Extremism Strategy as vocal or active opposition to fundamental values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs. This also includes calling for the death of members of the armed forces.

5.2   **Radicalisation** as defined in the revised Prevent Duty Guidance for England and Wales refers to the process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups.

5.3   **Terrorism** as defined in the Terrorism Act 2000 is 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.

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

5.5   Ideologies that PREVENT deals with are:
- **Islamist ideology** is resilient and enduring.
- **Extreme Right-Wing ideology** is resurgent.
- **Other ideologies** are less present, have the potential to motivate, inspire and be used to justify terrorism.
- Established terrorist narratives exhibit **common themes such as antisemitism, misogyny, anti-establishment, anti-LGBT grievances, and religious or ethnic superiority.**
- **Conspiracy theories** can act as gateways to radicalised thinking and sometimes violence.
- Increasingly adopting a **mix of ideas from different ideologies into grievance narratives –** challenging for example it is possible that violent adherents to movements and subcultures such as Involuntary Celibacy (Incels) could meet the threshold of terrorist intent or action. Should threat or use of serious violence be used.

6.0   Linked policies:
- Child Protection and Safeguarding policy
- Behaviour Policy
- BDMAT IT policy and Acceptable User Agreements
- BDMAT Staff Code of Conduct

7.0   Roles and Responsibilities

7.1   Role of the Board of directors**:**
- To ensure that a Preventing Radicalisation Policy is established by the Trust and reviewed on a regular basis (at least every three years)
- To establish policy and procedures and strategies that establish that safeguarding and preventing radicalisation are effectively managed

7.2   Role of the executive**:**
- To ensure that this policy is distributed to all schools and all staff are made aware of the policy through induction procedure

7.3   Role of the Local Academy Board**:**
- It is the role of the Local Academy Board to ensure that the school meets its statutory duties regarding preventing radicalisation, including the management of risk.
- The Local Academy Board has a nominated person for safeguarding who will liaise with the Headteacher and other staff about issues to do with protecting children from radicalisation.

7.4   Role of the Headteacher**:**
- Ensure that the school and its staff and volunteers respond to preventing radicalisation on day-to-day basis as part of the schools' safeguarding culture.
- Ensure that the school's curriculum addresses the issues involved in radicalisation.
- Ensure that staff and volunteers conduct is consistent with recognising signs of radicalisation and acting pro-actively to intervene and support.
- Manage a risk assessment that takes into account both the local risk and the increased online risk of pupils being radicalised.www.gov.uk/government/publications/prevent-duty-risk-assessment-templates

7.5   Role of Designated Safeguarding Lead:

- Ensure that staff and volunteers understand the issues of radicalisation, can recognise the signs of vulnerability of radicalisation and the different level of risk 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 about concerns about radicalisation
- Liaise with partners, including the Trust, Channel, local authority, and the police; and
- Report to the Local Academy Board on these matters.

7.6   Role of staff**:**

- Have the knowledge and confidence to identify children at the different levels of risk of being drawn into terrorism.
- To challenge extremist ideologies which can be used to legitimise terrorism and are shared by terrorist groups, whilst providing the children a safe space to discuss their thoughts and build their resilience through critical thinking
- To know when, where and how to refer children and young people for further help**.**

8.0   Curriculum

8.1   The Trust is 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.

8.2   We provide a safe space in which children and young people can understand and discuss sensitive topics, including terrorism and the extremist ideas that are part of terrorist ideologies, and learn how to challenge these ideas and build resilience through critical thinking. We do this whilst being mindful of our existing duties to forbid political indoctrination and secure a balanced presentation of political issues.

8.3   These values support the development of the whole child as a reflective learner within a calm, caring, happy and purposeful atmosphere. Teaching the Trust's, and school'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.

9.0   Internet Safety

9.1   There is rapid proliferation of terrorist content on multiple online services. Research has demonstrated that the internet has become the 'preferred' avenue for those searching for terrorist propaganda or contacts. The internet continues to make it simpler for individuals and groups to promote and to consume radicalising content. Government analysis of the Terrorism Act (TACT) offenders and TACT-related offenders' radicalisation pathways in England and Wales found that online radicalisation had become the predominant pathway for an increasing proportion of TACT offenders. Previously, it had been a hybrid pathway, involving both online and offline influences. This can involve people, including a concerning number of children under the age of 18, committing offences by downloading and disseminating terrorist materials.

The filtering systems used in our schools block inappropriate content, including extremist content.

9.2   We also filter out social media, such as Facebook. Searches and web addresses are monitored, and the ICT technicians will alert senior staff where there are concerns and prevent further access when new sites that are unblocked are found.

9.3   Where staff, volunteers, pupils or visitors find unblocked extremist content they must report it to a senior member of staff.

9.4   We are aware that children and young people have access to unfiltered internet when using their mobile phones and staff are alert to the need for vigilance when pupils are using their phones.

9.5   Pupils, staff and volunteers should report internet content that is inappropriate or of concern to a senior member of staff immediately.

10.0   Staff and Volunteer Training

10.1   Senior leaders in schools will ensure that staff and volunteers will be given training that gives them the knowledge and confidence to identify children at risk of being drawn into terrorism, and to challenge extremist ideas which can be used to legitimise terrorism and are shared by terrorist groups. They will know where and how to refer children and young people for further help.

10.2   This information (Prevent Awareness Training) also forms part of induction safeguarding training. Staff and volunteers are updated as necessary in safeguarding briefings.

11.0   Safer Recruitment

11.1   We ensure that the staff appointed to our schools are suitable, our recruitment procedures are rigorous, and we follow the statutory guidance published in part 3 of the latest version of *Keeping Children Safe in Education.* Vetting and barring checks are undertaken on relevant people, including governors and volunteers, where they meet the requirements for such checks.

12.0   Visitors

12.1   Staff and volunteers must not invite speakers into a school without first obtaining permission from the Headteacher.

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

12.3   Speakers will be supervised at all times and will not be allowed to speak to pupils without a member of staff being present.

13.0   'No platform for extremists'

13.1   <u>Principles:</u>

- No person may use the facilities of any school within BDMAT to express or promote extremist ideological, religious, or political views.
- No person may use the facilities of any school within BDMAT to express or promote discriminatory views in relation to the protected characteristics listed in the Equality Act 2010.
- No school within BDMAT will allow the use of their facilities by any group or organisation that is proscribed by HM Government.

13.2   Use of buildings, facilities, and property

In deciding whether to allow any group or organisation to make use of its buildings, facilities, and property, BDMAT and its schools will take into account the views, policies and objectives of that group or organisation and may refuse on the grounds that these are incompatible with the policies and objectives of BDMAT and its schools. Access will be refused if it appears likely that the proposed activity would promote extremist ideological, political, or religious beliefs.

13.3   Electronic Communication

a)   BDMAT and its schools will not allow the use of BDMAT or school websites, IT facilities or information management processes to:
- Promote discriminatory views in relation to the protected characteristics listed in the Equality Act 2010.
- Promote or glorify terrorism; or
- Promote extremist ideological, religious, or political beliefs.

b)   BDMAT and its schools has a right to exercise control over all activities on its IT facilities, including electronic communications associated with the name of the school and use of BDMAT and school equipment to access external resources. This includes the right to monitor the use of BDMAT and school resources.

13.4   Written and Printed Communication

BDMAT has a right to exercise control over the content of any written or printed material that identifies itself as associated with BDMAT or one of its schools. It will not allow the use of its facilities in the production of such material, or permit the

use of its name, or any identifying marks related to BDMAT or one of its schools, in such material, if that material appears to:

- Promote discriminatory views in relation to the protected characteristics listed in the Equality Act 2010.
- Promote or glorify terrorism; or
- Promote extremist ideological, religious, or political beliefs.

13.5 **Accountability**

The Trust Board which is the statutory body of the MAT has ultimate responsibility for this policy. The implementation of this policy is the responsibility of the Headteacher in each school.

Each school will use their Local Authority Prevent Teams for guidance on conducting research into the background of potential speakers, consulting other schools, other organisations, using search engines, assessing the reliability of information found, identifying risks to community cohesion etc.

14.0 **Signs of vulnerability**

14.1 There are no known definitive indicators that a young person is vulnerable to radicalisation, but there are number of signs that together increase the risk. Signs of vulnerability include:

- **Identity Crisis -** the pupil is distanced from their cultural/religious heritage and experiences discomfort about their place in society
- **Personal Crisis -** the pupil may be experiencing family tensions; a sense of isolation; and low self-esteem; they may have dissociated from their existing friendship group and become involved with a new and different group of friends; they may be searching for answers to questions about identity, faith and belonging
- **Personal Circumstances -** migration; local community tensions; and events affecting the pupil's country or region of origin may contribute to a sense of grievance that is triggered by personal experience of racism or discrimination or aspects of Government policy
- **Unmet Aspirations -** the pupil may have perceptions of injustice; a feeling of failure; rejection of civic life

- **Experiences of Criminality -** which may include involvement with criminal groups, imprisonment, and poor resettlement/reintegration
- **Special Educational Need -** pupils may experience difficulties with social interaction, empathy with others, understanding the consequences of their actions and awareness of the motivations of others.

This list is not exhaustive, nor does it mean that all children/young people experiencing the above are at risk of radicalisation for the purposes of violent extremism.

15.0   Identifying Radicalisation

Children and young people continue to make up a significant proportion of Channel cases, and in recent years there have been concerns regarding increased numbers of pupils being arrested for terrorism-related offences. Educators are often in a unique position, through interacting with pupils on a regular basis, to be able to identify concerning behaviour changes that may indicate they are susceptible to radicalisation. Settings should not only be alert to violent extremism but also non-violent extremism, including certain divisive or intolerant narratives which can reasonably be linked to terrorism. Educate Against Hate and GOV.UK Prevent duty training provide further information on extremist narratives.

The levels of risk identified in the DfE guidance are:

- low risk
- at risk
- medium risk
- high risk

A pupil can move very quickly between the risk categories. DSLs in school should deal with any escalation of risk immediately and record this in the pupil's file.

If you're in doubt, about the level of risk the DSL should share their concerns as per the 'Notice, Check, Share' procedure and make a Prevent referral.

15.1   Low risk

Low risk means there's no evidence to suggest the pupil is susceptible to radicalisation into terrorism. Low risk behaviours, when seen alone, would not necessarily need to be explored further.

Low risk behaviours include:

- holding strong opinions or values (non-violent or non-extremist)
- criticising government policies
- adopting visible signs, for example wearing clothing (non-violent or non-extremist), to express identity or sense of belonging
- being active on social media
- taking a keen interest in national and international affairs
- demonstrating support and supporting causes, for example animal rights (non-violent)
- showing new interest in a political ideology or religion
- holding or expressing conservative values or practices, whether traditional, cultural or religious (unless they cause harm to a child or others, for example female genital mutilation)

Low risk: what to do
Where there is low risk, staff should think about:
- talking informally to the pupil about the changes in their behaviour
- providing an opportunity to debate controversial issues in a safe space
- offering information about how to keep safe online

15.2   At risk

A pupil at risk may be showing behaviours that could increase their risk and vulnerability to radicalisation.

If a pupil is showing at risk behaviour, staff should explore this further to see if there is a need to make a Prevent referral.

At risk behaviour includes:
- being drawn to conspiracy theories
- beginning to isolate themselves from family and friends

- viewing or engaging with inappropriate online content and having uncontrolled or unsupervised access to the internet

- expressing concerns about being victimised, for example feeling under attack

- discriminating against other individuals or groups of people

- a sudden change in behaviour

- showing interest in extremists or extreme groups

- expressing views that divide us, for example talking about 'us' and 'them'

At risk: what to do

If staff think a pupil is at risk, they should look at the pupil's behaviour and gather all the information needed to make a full assessment of risk and harm.

Staff should ask themselves:

- if they have enough information to make a comprehensive assessment

- what's happened in the past to trigger the incident

- if this is an isolated incident or a pattern of behaviour

- what else they know and if there any relevant vulnerability factors

- if there are any relevant contextual factors - for example, previous safeguarding concerns, behaviour, attendance, attainment, general wellbeing

- if there are any protective factors - for example, supportive personal relationships with peers and family, environmental factors such as school, college, provider or home life

Staff should:

- talk to the pupil in a safe space - see how to speak to a pupil susceptible to radicalisation

- talk to the parents or carers (if under 18) about your concerns - see 'informing the child, young person, parents or carers' in making a referral to Prevent

- make a holistic assessment of vulnerability, examining risk and protective factors as set out on page 15 of working together to safeguard children

If staff need to make a Prevent referral, they can ask Prevent partners in their local authority for advice and support.

When asking for advice, staff do not need to identify the pupil. Keep a written record of all concerns, discussions and decisions made, and the reasons for those decisions.

If in any doubt, make a Prevent referral.

15.3   Medium risk

Medium risk means a pupil is at heightened risk of radicalisation. There may be several indicators of risk.

If the pupil is at risk of harm, staff should make a Prevent referral immediately.

Medium risk behaviour includes:
- legitimising the use of violence to defend ideology or cause
- accessing extremist or terrorist websites, forums and publications
- expressing dehumanising views
- expressing an interest to travel to a conflict zone
- being in contact with a group or individuals known to support a violent extremist ideology, either online or in real life
- expressing persistent intolerance towards groups of people perceived as 'other' - this may be based on protected characteristics such as gender, religion or ethnicity, but not exclusively
- demonstrating a fixation with weaponry or explosives (this may include posing in concerning photographs or videos with weaponry), without an otherwise reasonable explanation
- being obsessed with massacre, or extreme or mass violence, without targeting a particular group (for example, high school shootings)

Medium risk: what to do

If staff suspect a pupil is at medium risk, they should assess the pupil's vulnerability and examine the risk and protective factors as set out in the statutory guidance on working together to safeguard children.

Staff should ask themselves:
- if there's reasonable cause to suspect that the pupil is suffering or likely to suffer significant harm
- what the risks are and what would happen if these needs are not met - what the impact will be on the pupil - what you're worried about
- what else you know and if there are any relevant vulnerability factors
- if there are any relevant contextual factors - for example, previous safeguarding concerns, behaviour, attendance and attainment records and general wellbeing
- if there are any protective factors - for example, supportive personal relationships with peers and family, environmental factors such as school, college, provider or home life

If the pupil is suffering from or is at risk of harm including vulnerability to radicalisation, staff should act immediately and follow the school's safeguarding policy, including the designated safeguarding lead considering making a referral to Prevent .

15.4   <u>High risk</u>

High risk means a pupil is at significant risk. There's evidence that they're currently exposed to terrorist or extremist activity and there's a significant risk to their safety.

If they're showing high risk, criminal behaviour, tell the police immediately.

High risk, criminal behaviour includes:
- verbally or physically attacking someone due to their race, religion, sexuality and so on
- committing violent acts guided by a violent extremist ideology or group
- taking part in any proscribed violent extremist group (financing, sharing material online, recruiting others and so on)
- having a 'kill list' or detailed plan to carry out mass violence
- producing or sharing terrorist material offline or online
- recruiting others to a proscribed terrorist group or organisation

High risk: what to do

Staff should ask themselves if the pupil:

- needs support from more than one agency

- is about to put themselves or others in danger

- is at risk due to actions of their parents or carers, or wider family members

- has made violent threats to your setting

Tell the police immediately if you suspect a pupil:

- is about to put themselves or others in danger by travelling to join a proscribed organisation, or

- appears to be involved in planning to carry out a criminal offence

If staff suspect a pupil is likely to commit an attack on the school, contact the police and local authority for immediate support.

15.5   Interest in targeted violence

If a pupil supports the use of violence but is not particularly interested in an extremist ideology, or is interested in lots of ideologies, staff should:

- follow the usual safeguarding arrangements within school

- ask the local authority or Prevent team for support or advice

If you need to, make a Prevent referral.

This includes if the pupil is interested in:

- multiple ideologies, such as white supremacy and involuntary celibates (incels)

- targeted violence - wanting to kill members of staff or other pupils

Advice for staff on how to speak to pupils identified as susceptible to radicalisation can be found in the following guidance: Managing risk of radicalisation in your education setting

16.0 Referral Process

16.1 Staff, volunteers and visitors to a school must refer all concerns about children and young people who show signs of vulnerability or radicalisation to the Designated Safeguarding Lead (DSL) using the usual methods for reporting other safeguarding concerns.

16.2 When there are significant concerns about a pupil, the Designated Safeguarding Lead in liaison with the Headteacher will make a referral to the appropriate body, following the safeguarding procedures in the school's child protection policy and the Local Authority advice and protocols.

17.0 Monitoring and Review

17.1 This policy will be monitored by the Local Academy Board at least annually by receiving a report from the Designated Safeguarding Lead

17.2 This is not a statutory policy and will be reviewed at an appropriate time not later than three years after ratification by the board of directors of BDMAT.

17.3 The Head of School Support will monitor effectiveness of this policy by noting any concerns in the safeguarding audit reports to the CEO. The CEO in turn will report on the safeguarding audits to the Trust.

Appendix 1

No Platform Policy – Undesirable Bookings

Advice and Good Practice for Venue Bookings

Follow the steps below to mitigate the risks of undesirable bookings. This document is not a definitive list and should be used in conjunction with other checking mechanisms.

ASK

What's planned and who's planning it?

1. Who is the individual or organisation booking the event?
• Ask for their name and associated names they operate under
• Ask for their address and phone number
• Get details of the individual or the organisations website and associated websites.

2. Do they implement a policy that promotes equality and diversity and challenges all forms of discrimination? Or will they agree to their event subscribing to your equality and diversity policy?

3. Ask for details of the event, including: theme; title; agenda; content; speakers; expected audience, numbers and demographics; details of how the event will be promoted (ask for copies of flyers/posters etc); is the event open to the public or a ticket only event?

CHECK

Undertake due diligence to confirm what you've been told and find out more.
1. Run a check on the individual/organisation/speakers by:

• Viewing their website, articles or speeches

• Consider what other people are saying about them (articles/blogs etc.)

2. Ask for a reference from a venue provider previously used by the individual/organisation.

3. If the booking is for a charity, check the charity number of the organisation with the charity commission at the **charity.commission.gov.uk**

DECIDE

Do you let the event go ahead? Or take action to reduce risk?

Use the information collected to inform your decision.

TOP TIPS when taking bookings

• If the booking is being arranged by an event management or another company, make sure you know who their client is
• Be wary of individuals only giving out mobile numbers
• If the enquiries are about internet use and bandwidth, investigate whether any speakers will partake remotely
• Be wary of individuals/organisations making large cash payments
• Ensure that in the event of reputational risk you can withdraw from the contract

TOP TIPS when researching individuals/organisations online

• Complete a thorough investigation on the individual/organisation by:
- Viewing their website(s)
- Looking at what other people are saying about them (article/blogs etc.)
• Complete a thorough check on any speakers by looking at what other people are saying about them (article/blogs etc.)
• When you are looking at a website, check that it is being kept up to date
• If you are unsure about an organisation, check it has a landline number and a business address
• Where possible use primary evidence – an organisations manifesto or a person speaking on YouTube

APPENDIX 2 - ADDITIONAL INFORMATION
List of Terrorist Organisations banned under U.K Law

[Proscribed terrorist groups or organisations - GOV.UK (www.gov.uk)](www.gov.uk)

The Charity Commission [The Charity Commission - GOV.UK (www.gov.uk)](www.gov.uk)

If you still have a concern about the booking, you can contact your Local Authority

Birmingham - noplatform@birmingham.gov.uk

Solihull - Contacts for Support: Tel: 0121 251 0241 (Monday – Friday – 8am - 6pm) Solihull Council: Learning & Skills Division 0121 704 8282 Schools: Senior Education Safeguarding Officer 0121 704 6616

Warwickshire - geoffthomas@warwickshire.gov.uk

In case of an Emergency dial **999**

If you have any information about suspicious activity or behaviour contact Counter Terrorist Police via: **Gov.uk/ACT or 0800 789 321**

Curriculum and training resources

- **DfE dedicated Prevent website** - [Educate Against Hate](#) - offers a range of resources, tools and practical advice from **early years through to KS5**.
- **Going Too Far:** https://goingtoofar.lgfl.net/ - curriculum resource on extremism, critical thinking and online safety (primary and secondary)
- **Training and resources to support your whole school approach to Prevent:** https://prevent.lgfl.net/

- **CPD to build staff confidence -** https://counterextremism.lgfl.net/

- **Education Hub blogpost:** https://educationhub.blog.gov.uk/2023/09/07/how-were-safeguarding-students-and-learners-from-radicalisation/