



**Multi Academy Trust**

# ***Preventing Radicalisation Policy***

***Dover Federation for the Arts Multi Academy  
Trust***

Policy reviewed and ratified:	13 January 2016
Policy review date:	31 January 2019

## **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. Recently, 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 the Dover Federation for the Arts Multi Academy Trust we ensure that through our vision, values, rules, diverse curriculum and teaching we promote tolerance and respect for all cultures, faiths and lifestyles. The Board of Directors and Advisory Boards also 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 children's welfare.

We have a duty to prepare our children for life in modern Britain and to keep them safe.

Children 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 (2015)
- 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 (ICT) Policy
- Behaviour Policy
- Safeguarding and Child Protection Policy
- Equality Policy
- Whistleblowing 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 Board of Directors and Advisors***

It is the role of the Board of Directors and Advisors is to ensure that each school meets its statutory duties with regard to preventing radicalisation.

The Board of Directors has a nominated person who will liaise with the Principals and other staff about issues to do with protecting children from radicalisation.

### ***Role of the Principals***

It is the role of the Principals to:

- ensure that the school and its staff respond to preventing radicalisation on a day-to-day basis
- ensure that the schools’ curriculum addresses the issues involved in radicalisation
- ensure that staff conduct is consistent with preventing radicalisation

### ***Role of Designated Safeguarding Leads***

It is the role of the designated safeguarding leads to:

- ensure that staff 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 Principals and Board of Directors on these matters.

### ***Role of staff***

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

## **Curriculum**

We are committed to ensuring that our pupils/students are offered a broad and balanced curriculum that aims to prepare them for life in modern Britain. We encourage our pupils/students to be inquisitive learners who are open to new experiences and are tolerant of others.

These 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.

## **Online 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.

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

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

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/students are using their phones.

The Acceptable Use of ICT Policy (AUP) refers to preventing radicalisation and related extremist content. Pupils and staff are asked to sign the AUP annually to confirm they have understood what is acceptable.

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, are able to recognise the signs of vulnerability or radicalisation and know how to refer their concerns. This information also forms part of induction safeguarding training. Staff are updated as necessary.

## **Safer Recruitment**

We ensure that the staff we appoint to the schools 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 Directors, Advisors and volunteers.

## **Visitors**

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

Visitors who are invited to speak to pupils will be informed about our preventing extremism policy and relevant vetting checks are undertaken. 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 children with a member of staff being present.

Staff must not invite speakers into school without first obtaining permission from the Principal.

## **'No Platform for Extremists'**

The schools are vigilant to the possibility that out-of-hours hire of the school premises may be requested by people wishing to run an extremist event. The schools do not accept bookings from individuals or organisations that are extremist in their views.

## **Signs of Vulnerability**

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:

- 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 identify
- victim or witness to race or hate crimes
- rejection by peers, family, social groups or faith

## **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 school
- 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
- verbalising anti-Western or anti-British views
- advocating violence towards others

## **Referral Process**

Staff and visitors to the schools 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 other safeguarding concerns.

When there are significant concerns about a pupil/student, the Designated Safeguarding Lead in liaison with the Principal will make a referral to the appropriate body.