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 section 26 of the Counter Terrorism and Security Act (2015) which means they must work to prevent children being drawn into extremism. This duty is known as the Prevent Duty and this statutory guidance was updated in April 2019. 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.

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 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)
- The latest version of Keeping Children Safe in Education
- Revised Prevent Duty Guidance (Updated April 2019)
- 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)

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.

6.0   Roles and Responsibilities

6.1   **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

6.2   **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

6.3   **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.

- 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.

6.4   **Role of the Headteacher**

It is the role of the Headteacher to:

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

6.5   **Role of Designated Safeguarding Lead /Single Point of Contact**

It is the role of the designated safeguarding lead/ Single Point of Contact to:

- Ensure that staff and volunteers understand the issues of radicalisation, can 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 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.

6.6   **Role of staff**

It is the role of staff to:
- Have the knowledge and confidence to identify children at risk of being drawn into terrorism.
- To challenge extremist ideas which can be used to legitimise terrorism and are shared by terrorist groups.
- To know where and how to refer children and young people for further help.

7.0   Curriculum

7.1   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.

7.2   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 ideology, and learn how to challenge these ideas. We do this whilst being mindful of our existing duties to forbid political indoctrination and secure a balanced presentation of political issues.

7.3   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.

8.0 Internet Safety

8.1 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 schools block inappropriate content, including extremist content.

8.2 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.

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

8.4 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.

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

9.0 Staff and Volunteer Training

9.1 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.

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

10.0 Safer Recruitment

10.1 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.

11.0 Visitors

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

11.2 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.

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

12.0 'No platform for extremists'

12.1 **Principles.**

12.1.2 No person may use the facilities of any school within BDMAT to express or promote extremist ideological, religious, or political views.

12.1.3 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.

12.1.4 No school within BDMAT will allow the use of their facilities by any group or organisation that is proscribed by HM Government.

12.2 **Use of buildings, facilities, and property.**

12.2.1 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.

12.3 **Electronic Communication**

12.3.1 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.

12.3.2 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.

12.4 **Written and Printed Communication**

12.4.1 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.

12.5 **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.

13.0 Signs of vulnerability

13.1 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.

More critical risk factors could include:

- Being in contact with extremist recruiters
- Family members convicted of a terrorism act or subject to a Channel intervention
- Accessing violent extremist websites, especially those with a social networking element
- Possessing or accessing violent extremist literature
- Using extremist narratives and a global ideology to explain personal disadvantage
- Justifying the use of violence to solve societal issues
- Joining or seeking to join extremist organisations
- Significant changes to appearance and/or behaviour; and
- Experiencing a high level of social isolation resulting in issues of identity crisis and/or personal crisis.

14.0   Recognising Extremism

14.1   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 the 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, artwork or writing that displays extremist themes.
- attempts to impose extremist views or practices on others verbalising anti-Western or anti-British views; and
- advocating violence towards others.

15.0 Referral Process

15.1 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 Single Point Of Contact (SPOC) who if not the Designated Safeguarding Lead (DSL) will liaise with the DSL using the usual methods for reporting other safeguarding concerns.

15.2 When there are significant concerns about a pupil, the SPOC and/or Designated Safeguarding Lead in liaison with the Headteacher will make a referral to the appropriate body.

16.0 Monitoring and Review

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

16.2 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.

16.3 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

ADDITIONAL INFORMATION
List of Terrorist Organisations banned under U.K Law
Proscribed terrorist groups or organisations - GOV.UK (www.gov.uk)
The Charity Commission The Charity Commission - 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**