

## The First Federation Trust Preventing Radicalisation Policy

<b>Adopted:</b>	8 June 2023
<b>Review cycle:</b>	Two years
<b>Next review due by:</b>	JUNE 2025

The First Federation Trust recognises that pupils can be vulnerable to extremist ideology and radicalisation, and we are committed to protecting pupils from this risk as part of our safeguarding responsibilities. Safeguarding children from all risks of harm is an important part of any school's work and protecting them from extremism is one aspect of that. Each school within the Trust will have its own safeguarding policy and procedures for reporting concerns regarding radicalisation (See Child protection and safeguarding policy including, Appendix 4: Radicalisation and Extremism).

Academies 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.

Our commitment to safeguarding pupils against extremism, radicalisation and terrorism includes interventions and collaboration with other agencies including the police and the LA where appropriate and as required. Since the Education and Inspections Act of 2006, schools have a duty to promote community cohesion.

We support and will adhere to guidance from the DfE which requires schools to actively promote fundamental British values in order to enable pupils to challenge extremist views and ensure that pupils are encouraged to regard people of all faiths, races and cultures with respect and tolerance.

This policy relates to the potential radicalisation of pupils at our school. For guidance on specific terrorist incidents, please see our Lockdown and Evacuation Policy and procedures.

### **Ethos**

The First Federation Trust ensures that, through our vision, values, relationships and teaching, we promote tolerance and respect for all cultures, faiths and lifestyles. The Directors and their representatives also ensure that this ethos is reflected and

implemented effectively through school policies and practice and that there is an effective suite of safeguarding policies in place to safeguard and promote pupils' welfare.

We have a duty to prepare our pupils for life in modern Britain and to keep them safe. Everyone in the First Federation Trust has the right to learn and work in safety. We do not tolerate bullying of any kind and will challenge derogatory language and behaviour towards others.

## Legal framework

This policy has due regard to statutory legislation, including, but not limited to, the following:

- Children Act 1989
- Education Act 1996
- Counter-Terrorism and Security Act 201
- Childcare Act 2006
- Data Protection Act 2018
- UK GDPR
- DfE (2015) 'The Prevent duty'
- HM Government (2021) 'Revised Prevent duty guidance: for England and Wales'
- DfE (2022) 'Keeping children safe in education 2022'
- DfE (2018) 'Working Together to Safeguard Children'
- Home Office (2021) 'Channel Duty guidance: protecting people vulnerable to being drawn into terrorism'

This policy operates in conjunction with the following school policies and documents:

- Child Protection and Safeguarding Policy
- Data Protection Policy
- E-safety Policy
- Equality Policy

## Definitions

For the purpose of this policy:

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

**Radicalisation** – is defined as the process by which an individual or group comes to adopt increasingly extreme political, social, or religious ideals and aspirations.

**Fundamental British values** – are a set of expected standards by which people resident in the UK must live.

## **Roles and responsibilities**

It is the role of the Directors to ensure that the First Federation Trust schools meet their statutory duties with regard to preventing radicalisation, by:

- Ensuring the appropriate measures are in place to protect pupils from radicalisation.
- Ensuring the Prevent duty is seen as part of the school's wider safeguarding duties.

The Trust have a nominated Safeguarding Director who will liaise with Executive Leaders and other leaders and staff about issues to do with protecting pupils from radicalisation.

Each Head of School is responsible for:

- The overall implementation and management of this policy
- Ensuring every staff member is familiar with the scope of this policy
- Ensuring pupils are taught about British values through the curriculum
- Undertaking a risk assessment to determine whether pupils are at risk of being drawn into terrorism
- Identifying extremist risks in the local area
- Ensuring any visitors and speakers at the school are appropriately vetted prior to them having access to pupils.
- Ensuring the school is a safe space in which pupils can understand and discuss sensitive topics, including terrorism and extremism, and are able to challenge these ideas.
- Undertaking a risk assessment to determine whether pupils are at risk of being drawn into terrorism.

The DSL, and any deputies, are responsible for:

- Handling any referrals to the Channel programme, and supporting staff who may have made referrals to the Channel programme.
- Following up any referrals made to the Channel programme
- Delivering staff training on the Prevent duty
- Working with external agencies to support pupils at risk of being drawn into terrorism
- Providing guidance to other staff members to help them support pupils at risk of being drawn into terrorism.

- Understanding local procedures for making a Prevent referral and making Prevent referrals where appropriate.
- Considering if it would be appropriate to share any information with a new school or college in advance of a pupil leaving, e.g. if the pupil is currently receiving support through the 'Channel' programme and the information would allow the new setting to have support in place for when the pupil arrives.

All staff members are responsible for:

- Being alert to the risk factors of extremism and radicalisation and any changes in a pupil's behaviour which could indicate that they may be in need of help or protection.
- Raising any concerns with the DSL (or any deputies, in their absence)
- Notifying the DSL (or any deputies, in their absence) when they make any referrals to the Channel programme
- Engaging in staff training on the Prevent duty.
- Using their professional judgement to identify pupils who may be at risk of radicalisation and acting proportionately.

## **Safeguarding from extremism**

Schools protect the right to freedom of expression. This policy is not intended or designed to restrict or prevent legitimate and lawful congregation or debate.

Each school has a dedicated DSL who deals with any incidents of extremism and or terrorism within their school community. As is the school's responsibility under law, we will do our utmost to safeguard our pupils from being drawn into extremism and terrorism.

Each school has strong relationships with their local safeguarding partners, and will not hesitate to involve them at the earliest opportunity if safeguarding issues arise.

Each school encourages any pupil, parent, staff member or member of the wider school community to let their DSL know if they have concerns about:

- Pupils becoming radicalised
- Groups, clubs or societies with extremist or radical views
- Friends and/or families of pupils becoming radicalised or involved in extremism
- Pupils planning to visit known areas of conflict
- Members of the school and wider community attempting to draw young and/or vulnerable pupils into extremism.

Visitors and speakers coming into our schools will be vetted prior to them having access to pupils. Pupil-led groups, clubs and societies will be subject to monthly unannounced inspections by a DSL, from within the school.

## **‘Channel’ and ‘Prevent’**

Channel, a key element of the Home Office’s Prevent strategy, is a multi-agency approach to protect people at risk from radicalisation.

All our schools will work with the LA, local law enforcement, and religious and community leaders, to identify children vulnerable to radicalisation and to stamp out extremism if it arises. This includes identifying pupils to whom any of the following criteria applies:

- Displaying feelings of grievance and injustice
- Feeling under threat
- Searching for identity, meaning and belonging
- Who have a desire for status amongst their peers
- Who have a desire for excitement and adventure
- Displaying a need to dominate and control others
- Who have a susceptibility to indoctrination
- Displaying a radical desire for political or moral change
- Who are susceptible to opportunistic involvement
- Who have family or friends involved in extremism
- Susceptible to being influenced or controlled by a group
- With relevant mental health issues.

The school will cooperate with local panels involved in the Channel process. A representative of the school will attend meetings as required to aid the mitigation of identified risk and vulnerabilities. This includes contributing towards the support plan and sharing information necessary and proportionate to the effective working of the panel.

## **Preventing radicalisation**

Each school will assess the risk of pupils being drawn into terrorism through identifying the factors that affect children in the local area and knowing how to identify those at risk.

Each school always takes allegations and concerns of radicalisation and/or terrorism seriously, and staff will act proportionately, which may include making a Prevent referral.

Each school will help pupils channel their desire for excitement and adventure into suitable and healthy activities.

Extremist propaganda is widely available online –schools within the First Federation Trust will ensure that British values are promoted regularly to encourage pupils to develop an appreciation of society. Each school will work with local religious and cultural organisations to instil a strong sense of identity in our pupils, as well as a clear place and purpose within the school.

Each school recognises that pupils' parents and families are best-placed to spot signs of radicalisation and, as such, will promote effective engagement with parents and families.

All internet activity on school- owned computer, laptops and tablets have filters installed to protect children from terrorist and extremist material online, in accordance with the online safety policy. In accordance with KCSIE and our Child Protection and Safeguarding Policy, pupils will be taught about the importance of staying safe online through computing and PSHE lessons.

We will always aim to integrate and engage every child within the school community, and in the wider community. Our schools will celebrate a range of different religious and cultural festivals across the year giving every child the opportunity to take part.

Each school will monitor and assess incidents which suggest pupils are engaging, or are at risk of engaging, in extremist activity and/or radicalisation.

Where a pupil has been identified as at risk of radicalisation, the school will take action proportionate to the incident or risk.

## **Making a judgement**

Although extremist behaviour can be presented in many forms, schools understand the following as the most obvious risk factors:

- Disclosure about extremist or radicalised behaviour by pupils – this could include exposure to materials outside of school
- Use of specific terms associated with certain ideological views, e.g. 'hate' language
- Intelligence reports from local and national agencies regarding the radicalisation of groups of people in the local area
- Focus on specific narratives that highlight particular extremist views
- Evidence of accessing online materials that include extremist materials
- Refusal to accept views expressed by others which are counter to the school's Equality Information and Objectives Policy
- Documented concerns raised by parents or family members about the changing behaviour of the pupil
- References to an extremist narrative in pupils' work
- Disassociation from existing friendship groups
- A loss of interest in activities which they previously engaged in

- Asking questions about identity, faith and belonging
- Behavioural characteristics, such as low self-esteem, isolation, and perceptions of failure and injustice
- Family tensions
- Migration
- Events affecting their country or region of origin
- Alienation from UK values
- Grievance triggered by personal experience of racism or discrimination
- Inappropriate forms of dress
- Property damage
- Refusal to cooperate with the requests of teachers or other adults.

When assessing whether a pupil is at risk of radicalisation, staff will ask themselves the following questions:

- Does the pupil have access to extremist influences through the internet?
- Does the pupil possess or actively seek extremist material?
- Does the pupil sympathise or support extremist groups or behaviour in their speech or written work?
- Does the pupil's demeanour suggest a new social, religious or political influence? E.g. through jewellery or clothing
- Has the pupil previously been a victim of a race hate or religious crime?
- Has the pupil experienced any major disagreements with their peers, family or faith groups, leading to rejection, isolation or exclusion?
- Does the pupil display an irregular and distorted view of religion or politics?
- Does the pupil display a strong objection towards specific cultures, faiths or race?
- Is the pupil a foreign national awaiting a decision regarding deportation or immigration?
- Is there an irregular pattern of travel within the pupil's family?
- Has the pupil witnessed or suffered from trauma or violence in a war zone or through sectarian conflict?
- Is there evidence of a relative or family friend displaying extremist views?
- Has the pupil travelled for extended periods of time to international locations?
- Does the pupil have experience of poverty, disadvantage, discrimination or social exclusion?
- Does the pupil display a lack of affinity or understanding for others?
- Is the pupil a victim of social isolation?
- Does the pupil have insecure, conflicted or absent family relationships?

Critical indicators include where a pupil is:

- In contact with extremist recruiters
- Articulating support for extremist causes or leaders
- Accessing extremist websites
- Possessing extremist literature
- Using extremist narratives and a global ideology to explain personal disadvantage
- Justifying the use of violence to solve societal issues
- Joining extremist organisations
- Making significant changes to their appearance and/or behaviour

The DSL, and any deputies, will undergo bi-annual Prevent awareness training in order to provide advice and support to staff on protecting pupils from the risk of radicalisation.

Staff will undergo bi-annual Prevent awareness training in order to ensure that they are up-to-date to recognise indicators of radicalisation.

Staff, including the DSL and any deputies, will also undergo regular training in response to any updates.

The Trust encourages staff to engage with online government resources, including the website Educate Against Hate, and the Prevent e-learning modules provided by the Home Office.

## **Community links**

Each school will operate an open-door policy for community members to report concerns. Schools will open their doors to the community for festivals, religious and other events. Each school will select a range of charities to support across the year which represent our school community, including local community groups.

## **Making a referral**

In accordance with the school's Child Protection and Safeguarding Policy, if any member of staff has concerns about a pupil, they will raise these with the DSL.

Parents will be contacted to discuss the issue and investigate where there are any mitigating home circumstances, unless doing so would put the pupil at further risk of harm. A decision will be made at this meeting to determine whether a referral should be made to the Channel programme. In most cases, the DSL will refer the case to the Channel programme where there is a radicalisation concern, as appropriate.

Staff members may make referrals to the Channel programme if they deem it necessary – the DSL will be notified in all cases and will support staff members who

do so. Staff members will be informed that they may be asked to attend a Channel panel to discuss the pupil who has been referred to determine whether support is required. The LA's Channel panel will decide which support, if any, is required and arrange for this support to be implemented.

The DSL will follow up any referrals and the pupil will be monitored for a period of time to determine whether there have been any changes in behaviour. Parents will be consulted during this period, unless doing so would put the pupil at further risk of harm.

If any concerns are raised, the DSL will contact the Channel programme to discuss further steps.

The DSL will record and retain all incidents for school records in accordance with the Data Protection Act 2018 and the GDPR, as outlined in the Data Protection Policy.

## **Promoting fundamental British values**

The First Federation Trust is committed to ensuring that all 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. Our values support the development of the whole child as a reflective learner within a safe, respectful learning environment. Teaching both the Trust and individual 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.

Through the national curriculum, the school will:

- Teach our pupils a broad and balanced international history
- Represent the cultures of all of our pupils across the subject
- Teach a wide range of English and non-English literature
- Commemorate World War 1 and 2.
- Discuss the UK's relations with the rest of Europe, the Commonwealth and the wider world.

Through our social, moral, spiritual and cultural programme, the school will:

- Enable pupils to develop their self-knowledge, self-esteem and self-confidence
- Enable pupils to distinguish right from wrong and to respect the civil and criminal law of England
- Encourage pupils to accept responsibility for their behaviour, show initiative, and to understand how they can contribute positively to the lives of those living and working in the locality of the school and to society more widely
- Enable pupils to acquire a broad general knowledge of, and respect for, public institutions and services in England

- Further tolerance and harmony between different cultural traditions by enabling pupils to acquire an appreciation of, and respect for, their own and other cultures
- Encourage respect for other people
- Encourage respect for democracy and support for participation in the democratic processes, including respect for the basis on which the law is made and applied in England.

The school will do this by:

- Including material on the strengths, advantages and disadvantages of democracy, and how democracy and the law work in Britain as part of our curriculum
- Ensuring that all pupils within the school have a voice that is listened to, thus demonstrating how democracy works via a school council whose members are voted for by the pupils
- Using teaching resources from a wide variety of sources to help pupils understand a range of faiths.
- Using opportunities such as general or local elections to hold mock elections to offer pupils the chance to engage in politics from an early age.
- Offering a debate club to provide pupils with the opportunity to learn how to argue and defend points of view.
- Considering the role of extra-curricular activities, including any activity run directly by pupils, in promoting fundamental British values.

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 at our schools block inappropriate content, including extremist content.
- Children are not permitted to access social media. Staff responsible for IT alert the Heads of individual schools, where there are any concerns raised.
- Where staff, pupils or visitors find unblocked extremist content they must report it immediately to a senior member of staff. Pupils and staff know how to report internet content that is inappropriate or of concern.
- We are aware that children have access to unfiltered internet when using their mobile phones (if they bring them to school) and staff are alert to the need for vigilance when students are using their phones.
- Students, staff and volunteers should report internet content that is inappropriate or of concern to a senior member of staff immediately.

## **Safer Recruitment**

We ensure that the staff we appoint to the school are suitable, our recruitment procedures are rigorous and comply with the latest statutory Keeping Children Safe in Education guidance. DBS checks are carried out in accordance to up to date guidance on persons having regular unsupervised access to children.

## **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.

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 pupils without a member of staff being present. Staff must not invite speakers into schools without first obtaining permission from the Head of School.