

DOCUMENT CONTROL	
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## THE LOXFORD SCHOOL TRUST PREVENTING RADICALISATION POLICY

### Background

This 'Preventing Radicalisation Policy' is part of Loxford School Trust's commitment to keeping children safe. Since the 'Education and Inspections Act 2006' schools have a duty to promote community cohesion. Over the last few years, 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. Further guidance which came into effect on 1<sup>st</sup> July 2015 places a clear responsibility on all schools to "have due regard" to the need to prevent people from being drawn into terrorism. This is known as "**The Prevent Duty**" 2016.

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 Loxford School Trust we ensure that through our school vision, values, rules, diverse curriculum and teaching we promote tolerance and respect for all cultures, faiths and lifestyles. The Directors and Governing Boards at The Loxford School Trust also ensure that this ethos is reflected and implemented effectively in school policy and practice and that there are effective risk assessments in place to safeguard and promote students' welfare.

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.

## **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 (2019)
- Prevent Duty Guidance (2015)
- Working Together to Safeguard Children (2018 – Updated February 2019)

## **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**

### **Governing Board**

It is the role of the Governing Board to ensure that the school meets its statutory duties with regard to preventing radicalisation.

The governing body has a nominated person who will liaise with the Head teacher and other staff about issues to do with protecting children from radicalisation.

### **Head teacher**

It is the role of the Head teacher to:

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

### **Designated Safeguarding Lead**

It is the role of the designated safeguarding lead 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 governing body on these matters

### **Role of staff**

It is the role of staff to understand the issues of radicalisation, able to recognise the signs of vulnerability or radicalisation and know how to refer their concerns. The process by which staff at The Loxford School Trust refer their concerns is well established via their Designated Safeguarding Lead (DSL). Staff are also aware that there should be no delay in referring these concerns and if the DSL or other senior staff member are not available then they should ensure that this is done immediately.

### **Curriculum**

We are 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.

Our curriculum is “broad and balanced” and 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.

Our PSHE provision is embedded across the curriculum. It directs our assemblies and underpins the ethos of our schools. It is recognised that children with low aspirations are more vulnerable to radicalisation and therefore we strive to equip our pupils with confidence, self-belief, respect and tolerance as well as setting high standards and expectations for themselves.

Children 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.

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.

### **Internet 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 schools blocks inappropriate content, including extremist content.

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.

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

The use of mobile phones by students is banned during the school day in our schools, however 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 in this area.

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 during regular briefings.

### **Safer Recruitment**

We, at The Loxford School Trust ensure that staff we appoint to the school are suitable, our recruitment procedures are rigorous and we follow the statutory guidance published in *Keeping Children Safe in Education (2019)*. Vetting and barring checks are undertaken on relevant people, including governors and volunteers where appropriate.

### **Visitors**

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

### **'No platform for extremists'**

Our schools are vigilant to the possibility that out-of-hours hire of school premises may be requested by people wishing to run an extremist event. The school does 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 our schools must refer all concerns about children and young people who show signs of vulnerability or radicalisation to the Designated Safeguarding Lead using established methods for reporting other safeguarding concerns.

When there are significant concerns about a pupil, the Designated Safeguarding Lead in liaison with the head teacher will undertake a risk assessment in respect of the information referred in line with guidance outlined in "The Prevent Duty" 2015 together with any other recent or historic concern prior to make a referral to the appropriate body.

## **Monitoring and Review**

*This policy will be monitored and reviewed annually by the Trust Safeguarding Officer and submitted to the Trust CEO and Directors.*