



An Daras Trust  
Igniting Curiosity Growing Capabilities

# An Daras Multi Academy Trust

## Tackling Extremism & Radicalisation Policy

The An Daras Multi Academy Trust (ADMAT) Company  
An Exempt Charity Limited by Guarantee  
Company Number/08156955

<b>Status: Approved</b>	
Recommended	
Statutory	Yes
Version	v1.1
Adopted	<b>Dec 15</b>
Reviewed	<b>8 Feb 2023</b>
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Advisory Committee	LSS
Linked Documents and Policies	ADMAT Safeguarding & Child Protection Policy ADMAT Equality Policy ADMAT Anti-Bullying Policy ADMAT Positive Behaviour Management Policy ADMAT Lettings Policy ADMAT Online Safety Policy PREVENT Strategy & Duty Guidance HM Gov Keeping Children Safe in Education [latest version] Promoting fundamental British values as part of SMSC in schools DfE Nov 2014 The Prevent duty DfE [latest version] Working Together to Safeguard Children HM Gov 2015

## 1. POLICY STATEMENT

An Daras Multi Academy Trust is fully committed to safeguarding and promoting the welfare of all its pupils. Every member of staff recognises that safeguarding against radicalisation and extremism is no different to safeguarding against any other vulnerability in today's society.

This Tackling Extremism and Radicalisation Policy sets out our beliefs, strategies and procedures to protect vulnerable individuals from being radicalised or exposed to extremist views, by identifying who they are and promptly providing them with support.

### **The Prevent duty: safeguarding learners vulnerable to radicalisation (DfE)**

This updated policy reflects learning since the implementation of the Prevent Duty in 2015 under section 26 of the Counter Terrorism and Security Act 2015. The materials have been developed by frontline practitioners in local authorities, with support from the Department for Education.

## 2. LINKS TO OTHER POLICIES

The Trust Tackling Extremism and Radicalisation Policy links to the following Trust/school policies;

- Child Protection and Safeguarding Policy
- Equality Policy
- Anti-bullying Policy
- Behaviour Management Policy
- Online Safety Policy
- LGBTQ+ Policy.

The following national guidelines should also be read when working with this policy;

- <https://www.gov.uk/government/publications/the-prevent-duty-safeguarding-learners-vulnerable-to-radicalisation>
- PREVENT Strategy HM Government
- Revised Prevent Duty Guidance 2021
- Keeping Children Safe in Education DfE 2022
- Working Together to Safeguard Children HM Government 2015
- Tackling Extremism in the UK 2013.

## 3. AIMS AND PRINCIPLES

**3.1** This Trust Tackling Extremism and Radicalisation Policy is intended to provide a framework for dealing with issues relating to vulnerability, radicalisation and exposure to extreme views. We recognise that we are well placed to be able to identify safeguarding issues and this policy clearly sets out how the school will deal with such incidents and identifies how the curriculum and ethos underpins our actions.

**3.2** The objectives are that:

- All directors, local governors, teachers, teaching assistants and non-teaching staff will understand what radicalisation and extremism are and why we need to be vigilant in school.
- All directors, local governors, teachers, teaching assistants and non-teaching staff will know what the school policy is on tackling extremism and radicalisation and will follow the policy guidance swiftly when issues arise.

- All pupils will understand the dangers of radicalisation and exposure to extremist views; building resilience against these and knowing what to do if they experience them.
- All parents/carers and pupils will know that the school has policies in place to keep pupils safe from harm and that the school regularly reviews its systems to ensure they are appropriate and effective.

**3.3** The main aims of this policy are to ensure that staff are fully engaged in being vigilant about radicalisation; that they overcome professional disbelief that such issues will not happen here and ensure that we work alongside other professional bodies and agencies to ensure that our pupils are safe from harm.

**3.4** In complying with the Prevent duty, all our schools, as a starting point, demonstrate an awareness and understanding of the risk of radicalisation in their area, institution or body. This risk will vary greatly and can change rapidly; but no area, institution or body is risk free. Whilst the type and scale of activity that will address the risk will vary, all schools will need to give due consideration to it.

#### **4. DEFINITIONS AND INDICATORS**

**4.1** Radicalisation is defined as the act or process of making a person more radical or favouring of extreme or fundamental changes in political, economic or social conditions, institutions or habits of the mind.

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

**4.3** There are a number of behaviours which may indicate a child is at risk of being radicalised or exposed to extreme views. These include;

- Spending increasing time in the company of other suspected extremists.
- Changing their style of dress or personal appearance to accord with the group.
- Day-to-day behaviour becoming increasingly centred on an extremist ideology, group or cause.
- Loss of interest in other friends and activities not associated with the extremist ideology, group or cause.
- Possession of materials or symbols associated with an extremist cause.
- Attempts to recruit others to the group/cause.
- Communications with others that suggests identification with a group, cause or ideology.
- Using insulting to derogatory names for another group.
- Increase in prejudice-related incidents committed by that person – these may include;
  - physical or verbal assault
  - provocative behaviour
  - damage to property
  - derogatory name calling
  - possession of prejudice-related materials
  - prejudice related ridicule or name calling
  - inappropriate forms of address
  - refusal to co-operate
  - attempts to recruit to prejudice-related organisations
  - condoning or supporting violence towards others.

## 5. PROCEDURES FOR REFERRALS

**5.1** Although serious incidents involving radicalisation have not occurred within the Trust to date, it is important for us to be constantly vigilant and remain fully informed about the issues which affect the local area, city and society in which we teach. Staff are reminded to suspend any 'professional disbelief' that instances of radicalisation 'could not happen here' and to be 'professionally inquisitive' where concerns arise, referring any concerns through the appropriate channels. (See appendix 1 – Dealing with referrals)

**5.2** We believe that it is possible to intervene to protect people who are vulnerable. **Early intervention is vital**, and staff must be aware of the established processes for front line professionals to refer concerns about individuals and/or groups. We must have the confidence to challenge, the confidence to intervene and ensure that we have strong safeguarding practices based on the most up-to-date guidance and best practise.

**5.3** Members of the individual school staff and Trust Senior Academy Leadership Team (SALT) are trained as Designated Senior Leaders for Child Protection and Safeguarding and will deal swiftly with any referrals made by staff or with concerns reported by staff. Using the latest Government guidance which is designed to explain the Prevent referral process and the statutory responsibilities to keep children, young people and adult learners safe from the risk of extremist ideology or radicalisation our DSLs are fully prepared to respond effectively and get support for people who may be being exploited by radicalising influences. Sections in the guidance include:

- The Prevent duty: an introduction for those with safeguarding responsibilities
- Understanding and identifying radicalisation risk in your education setting
- Managing risk of radicalisation in your education setting
- Case studies

**5.4** The CEO/Executive Head Teacher/Head of School/SLT will discuss the most appropriate course of action on a case-by-case basis and will decide when a referral to external agencies is needed (see appendix 1 – Dealing with referrals)

**5.5** As with any child protection referral, staff must be made aware that if they do not agree with a decision not to refer, they can make the referral themselves and will be given the contact details to do this via the safeguarding board in the staffroom.

## 6. DIRECTORS, LOCAL GOVERNORS, LEADERS AND STAFF

The revised Prevent Duty (2021) expects that those in leadership positions:

- establish or use existing mechanisms for understanding the risk of radicalisation
- ensure staff understand the risk and build the capabilities to deal with it
- communicate and promote the importance of the duty; and
- ensure staff implement the duty effectively.

**6.1** The CEO/Executive Head teacher/Heads of School and Deputy Designated Safeguarding Leads are responsible for referrals relating to extremism and radicalisation. In the unlikely event they are not available; all staff know the channels by which to make referrals via the safeguarding board in the staffroom.

**6.2** Staff will be fully briefed about what to do if they are concerned about the possibility of radicalisation relating to a pupil, or if they need to discuss specific children whom they consider to be vulnerable to radicalisation or extremist views.

**6.3** The Trust SALT will work in conjunction with the individual school Executive Head Teacher/Head of School, Pastoral Care Team and external agencies to decide the best course of action to address concerns which arise within the individual school.

**6.4** Prejudicial behaviour can be a factor in radicalisation and extremism. With this in mind, the Trust has updated procedures for dealing with prejudicial behaviour, as outlined in the Positive Behaviour Policy and Equality Policy.

## **7. THE ROLE OF THE CURRICULUM**

**7.1** Our schools Capability Curriculum is “broad and balanced” in accordance with Ofsted guidance and National Curriculum statutory requirements. It promotes respect, tolerance, diversity and cohesion. 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.

**7.2** PSHE provision is embedded across the curriculum, including in SMSC. It directs our assemblies and underpins the ethos of the school(s). 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 through the Trust Capabilities Curriculum and our Visible Learning Programme as well as setting high standards and expectations for themselves through the schools’ vision and values. UNICEFS Rights respecting schools programme is used to support our pupils’ recognition of basic human rights.

**7.3** 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.

## **8. STAFF TRAINING**

**8.1** Through INSET/CPD opportunities in school (s), we will ensure that our staff are fully aware of the threats, risks and vulnerabilities that are linked to radicalisation; are aware of the process of radicalisation and how this might be identified early on and are aware of how we can provide support as a school to ensure that our children are resilient and able to resist involvement in radical or extreme activities. (See Appendix 2- Staff training)

## **9. VISITORS AND THE USE OF SCHOOL PREMISES**

**9.1** If any member of staff wishes to invite a visitor into a Trust school they must speak to the Executive Head teacher/Head of School. The visitor will be subject to the relevant safeguarding checks i.e. DBS check/ photo identification. **Children are NEVER left unsupervised with external visitors, regardless of safeguarding check outcomes.**

**9.2** Upon arriving at the Trust school, all visitors including contractors, will read the child protection and safeguarding guidance and be made aware of who the DSLs are and how to report any concerns which they may experience.

**9.3** If any agreement is made to allow non-school groups or organisations to use the premises, appropriate checks will be made before agreeing the contract. Usage will be monitored and in the event of any behaviour not in-keeping with the Tackling Extremism and Radicalisation Policy, the school will contact the police and terminate the contract. Refer to the Trust Lettings Policy for further details.

## **10. ADDITIONAL MATERIALS**

**10.1** See Appendices for further reading

## **11. POLICY REVIEW**

**11.1** This Tackling Extremism and Radicalisation Policy will be reviewed regularly alongside the overall Child Protection and Safeguarding Policy review.

The DFE has now published a school Self-Assessment Tool. This self-assessment tool has been designed to assist schools in England to review their Prevent related responsibilities in line with:

- Section 26 of the Counter Terrorism and Security Act 2015 (CTSA)
- Ofsted's Education Inspection Framework (EIF) 2022

The tool helps schools to understand how well embedded their existing policies and practices are, and to encourage a cycle of continuous review and improvement.

Use of the tool is not mandatory but An Daras have chosen to incorporate it into their practice as it contains both requirements and recommended good practice activities to meet those requirements.

The tool should be read in conjunction with the Prevent duty guidance and the Education Inspection Framework (EIF)

Find the self-assessment tool here: <https://www.gov.uk/government/publications/prevent-duty-self-assessment-tool-for-schools>

## Appendix 1 – Dealing with referrals

We are aware of the potential indicating factors that a child is vulnerable to being radicalised or exposed to extreme views, including peer pressure, influence from other people or the internet, bullying, crime and anti-social behaviour, family tensions, race/hate crime, lack of self-esteem or identity, prejudicial behaviour and personal or political grievances

In the event of prejudicial behaviour, the following system will be followed;

- All incidents of prejudicial behaviour will be reported directly to the CEO/ Executive Head Teacher/Head of School/DDSL.
- All incidents will be fully investigated and recorded in line with the Behaviour Policy and records will be kept in line with procedures for any other safeguarding incident.
- Parents/carers will be contacted, and the incident discussed in detail, aiming to identify motivating factors, any changes in circumstances at home, parental views of the incident and to assess whether the incident is serious enough to warrant a further referral. A note of this meeting is kept alongside the initial referral in the Safeguarding folder.
- The individual school SLT follow-up any referrals for a period of four weeks after the incident to assess whether there is a change in behaviour and/or attitude. A further meeting with parents would be held if there is not a significant positive change in behaviour.
- If deemed necessary, serious incidents will be discussed and referred to the Cornwall MARU 0300 1231 116 and the Cornwall Prevent Team 01392 452 555
- In the event of a referral relating to serious and immediate concerns about potential radicalisation or extremism, the school will also contact Cornwall Police Prevent Team

Appendix 2 - Staff Safeguarding Training Type of Training	Delivered by	Delivered to	When and at what frequency
WRAP (Workshop to Raise Awareness of Prevent)	Cornwall Prevent Lead Officer	All staff, governors, office staff, site management and dinner supervisors	Every Two years. Certificates held in school
Safer Recruitment Training	Services for Education in Partnership with Cornwall Council	Selected staff and governors/directors.	Refreshed on 3-year basis. Certificates held in school Safeguarding Folder
Safeguarding and Child Protection Training Level 3	Services for Education in Partnership with Cornwall Council	DSL, DDSL and responsible governors.	Refreshed on 2-year basis. Certificates held in school Safeguarding Folder
Safeguarding and Child Protection Training Level 2	SLT	All staff, governors, office staff, site management and dinner supervisors	Repeated for all staff three yearly and ongoing in weekly staff meetings. Yearly for new staff.

If you wish to know more about Channel please contact the Regional Prevent/ Channel lead (South)  
 Alternatively send any questions to [prevent@devonandcornwall.pnn.police.uk](mailto:prevent@devonandcornwall.pnn.police.uk) or  
[prevent@cornwall.gov.uk](mailto:prevent@cornwall.gov.uk)

