

<b>Anti-Radicalisation Policy</b>
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<b>Date Reviewed:</b>	September 2024	<b>Review Date:</b>	September 2025
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## Background

This 'Preventing Radicalisation Policy' is part of our commitment to keeping children safe. Since the 'Education and Inspections Act 2006' academies 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.

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 academies 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 academy's work and protecting them from extremism is one aspect of that.

At Wandle Valley Academy we ensure that through our academy vision, values, rules, diverse curriculum and teaching we promote tolerance and respect for all cultures, faiths, beliefs and lifestyles. The Academy Council also ensures that this ethos is reflected and implemented effectively in academy policy and practice and that there are effective risk assessments in place to safeguard and promote pupils' welfare.

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

Pupils who attend our academy 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 academies:
- Improving the spiritual, moral, social and cultural (SMSC) development of pupils: supplementary information (DfE 2014)

## Links to other policies

The Wandle Valley Anti-Radicalisation Policy links to the following academy policies:

- Academy Child Protection & Safeguarding Policy and Procedures
- Equality Policy
- Behaviour and Discipline Policy
- Anti-Bullying Policy

- Keeping Children Safe in Education 2024
- E-safety Policy
- Acceptable Use (ICT) Policy
- Staff Code of Conduct
- Whistle Blowing Policy

### Aims and Principles

- The Wandle Valley Academy Anti-Radicalisation Policy is intended to provide a framework for dealing with issues relating to vulnerability, radicalisation and exposure to extreme views. It clearly sets out how the academy will deal with such incidents and identifies how the curriculum and ethos underpins our actions.
- The objectives are that:
  - The Academy Council, teachers and non-teaching staff will have an understanding of what radicalisation is and why we need to be vigilant in academy.
  - The Advisory Board, teachers and non-teaching staff will know what the academy policy is on anti-radicalisation and will follow the policy when issues arise.
  - All parents/carers and pupils will know that the academy has policies in place to keep pupils safe from harm, and that the academy regularly reviews its systems to ensure they are appropriate and effective.
- The main aims of this policy are to ensure that staff are fully engaged in being vigilant about radicalisation and extremist views; that they overcome professional disbelief that such issues will not happen here and ensure that we work alongside other professional bodies, parents/carers and specialist agencies (for example the Home Office) to ensure that our pupils are safe from harm.

### Definitions and Indicators

**Extremism** (DFE 2024) - is the promotion or advancement of an ideology based on violence, hatred or intolerance that aims to:

1. negate or destroy the fundamental rights and freedoms of others; or
2. undermine, overturn or replace the UK's system of liberal parliamentary democracy and democratic rights or
3. intentionally create a permissive environment for others to achieve the results in (1) or (2).

2017 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.

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
- 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
- being in possession of extremist literature
- glorifying violence, especially to other faiths, beliefs or cultures
- making remarks or comments about being at extremist events or rallies outside academy
- 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 views and opinions that are in contradiction to the Fundamental British Value
- advocating violence towards others

## **Roles and Responsibilities**

### **Role of the Academy Council**

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

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

### **Role of the Headteacher**

It is the role of the headteacher to:

- ensure that the academy and its staff respond to preventing radicalisation on a day-to-day basis,

- ensure that the academy's curriculum addresses the issues involved in radicalisation
- ensure that staff conduct is consistent with preventing radicalisation

### **Role of 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 Academy Council on these matters

### **Role of staff**

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

### **Procedures for referral**

- Although serious incidents involving radicalisation have not occurred at Wandle Valley to date, it is important for us to be constantly vigilant and remain fully informed about the issues which affect the area in which we teach or support and from where our pupils come. Staff are reminded to suspend any 'professional disbelief' that instances of radicalisation 'could not happen here' and to refer any concerns through the appropriate channels (see Appendix 1 – Dealing with Referrals).
- 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 groups. We must have the confidence to challenge, the confidence to intervene, and ensure that we have strong safeguarding practices.
- The Designated Safeguarding Lead or another member of the Senior Leadership Team will deal swiftly with any referrals made by staff or with concerns reported by staff.
- The Headteacher and the Leadership team 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).

### **Role of the curriculum**

- Our curriculum promotes respect, tolerance and diversity. Pupils and parents/carers 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 (Personal, Social and Health Education and SMSC (Spiritual, Moral, Social and Cultural) is embedded across the curriculum, and directs our assemblies / Tutor time and underpins the ethos of the academy. It is recognised that all pupils are 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.
- Pupils 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.

### **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 academy 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, pupils 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 are using their phones (refer to the academy policy on the use of mobile phones).

### **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 in weekly safeguarding updates.

Through INSET opportunities in academy, 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 academy to ensure that our pupils are resilient and able to resist involvement in radical or extreme activities.

### **Safer Recruitment and Visitors**

#### **Safer Recruitment**

We ensure that the staff we appoint to the academy are suitable, our recruitment procedures are rigorous and we follow the statutory guidance published in part 3 of *Keeping Children Safe in Education (2021)*. Vetting and barring checks are undertaken on relevant people, including governors and volunteers.

#### **Visitors**

Visitors to the academy are made aware of our safeguarding and child protection policies on arrival at the academy 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. We undertake due diligence to ensure that visiting speakers are appropriate and relevant vetting checks are undertaken. Speakers will be supervised at all times and will not be allowed to speak to children without a member of staff being present.

Staff must not invite speakers into academy without first obtaining permission from the headteacher.

<b>APPENDIX 1: Dealing with Referrals</b>
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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:-

- All incidents of prejudicial behaviour will be reported directly to the Designated Lead for Child Protection or, in their absence, any other member of the Leadership team.
- All incidents will be fully investigated and recorded on MyConcern as a Child Protection concern
- Pupils will be challenged on their views and educated through individual or group work.

Parents/carers are contacted by the appropriate agency (if extreme, this will be the Home Office; if more vulnerable, this will be Social Care or Wandle Valley Senior Leadership Team 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. The Designated Lead will 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/carers would be helpful if there is not a significant positive change in behaviour. If deemed necessary, serious incidents will be discussed and referred to the Local Sutton Safeguarding Board.

In the event of a referral relating to serious concerns about potential radicalisation or extremism, the academy will contact MASH/local police.

<b>Monitoring and Reviewing</b>
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This policy will be monitored by the Academy Council at least annually by receiving a report from the Designated Safeguarding Lead.

This is not a statutory policy and will be reviewed at an appropriate time not later than two years after ratification by the Advisory Board.

Prevent strategy, Gov. UK – Home Office (adobe pdf file)

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/97976/prevents-trategy-review.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/97976/prevents-trategy-review.pdf)

1. Learning Together to be Safe: A Toolkit to Help Academies Contribute to the Prevention of Violent Extremism was published in 2008 by the Department for Children, Academies and Families (DCSF), a predecessor of the Department for Education.
2. Prevent strategy, Gov. UK – Home Office (adobe pdf file)

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3. Learning Together to be Safe: A Toolkit to Help Academies Contribute to the Prevention of Violent Extremism was published in 2008 by the Department for Children, Academies and Families (DCSF), a predecessor of the Department for Education.

Flow chart to support Appendix 1 for action to be taken in the event of a disclosure or for anyone who is concerned about extremism or radicalisation at Wandle Valley Academy

