



# **ANTI-RADICALISATION & PREVENT DUTY POLICY**

September 2021

To be reviewed: September 2022

**James Montgomery Academy Trust**

## Statement of Intent

The James Montgomery Academy Trust (JMAT) deplores terrorism of every kind and of any radical ideology. We will do anything we can to protect our pupils from the threat of terrorism and will not tolerate extremism or radicalisation in our schools.

Our zero-tolerance approach to extremism and terrorism includes interventions, exclusions and involving third parties such as the police.

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

At JMAT staff are expected to uphold and promote the fundamental principles of British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs.

## Legal framework

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

- **The Children Act 1989 and 2004**
- The Education Act 2002
- Counter-Terrorism and Security Act 2015
- The ChildCare Act 2006
- Data Protection Act 2018
- GDPR 2018

This policy also has due regard to statutory and non-statutory guidance, including, but not limited to, the following:

- DfE (2018) Working Together to Safeguard Children
- **DfE (2021) Keeping Children Safe in Education**
- DfE (2015) 'The Prevent duty'
- HM Government (2015) 'Revised Prevent Duty Guidance: for England and Wales'

## Aims and Principles of Safeguarding from Extremism

As is the school's responsibility under law, we will do our utmost to safeguard our pupils from being drawn into extremism and terrorism. The main aims of this policy are to ensure:

- that JMAT staff are fully engaged in being vigilant about radicalisation
- that they overcome professional disbelief that such issues 'could not happen here'
- that we work alongside our local safeguarding partners and other professional bodies and agencies to ensure that our pupils are safe from harm. Schools in the JMAT will not hesitate to involve them at the earliest opportunity if safeguarding issues arise.
- the school has a dedicated Designated Safeguarding Lead (DSL) who deals with any incidents of extremism and or terrorism within our school community.

The school encourages any pupil, parent, staff member or member of the wider school community to let the 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 the school will be vetted prior to them having access to pupils.

### **Definition**

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**

The Headteacher 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 appropriate vetted prior to them having access to pupils.

The DSL, and any deputies, are responsible for:

- Handling any referrals to the Channel programme, via established route.
- 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.

All staff members are responsible for:

- Being alert to the risk factors of extremism and radicalisation.
- Raising any concerns with the DSL (or any deputies, in their absence) via the Safeguard system.
- Engaging in staff training on the Prevent duty.

### **Preventing radicalisation**

The 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.

The school always takes allegations and concerns of radicalisation and/or terrorism seriously.

The 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.

The 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.

## **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.

Each school in the JMAT 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:

- 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.

## **Procedures for Referrals**

Although serious incidents involving radicalisation have not occurred at schools within JMAT to date, it is important for us to be constantly vigilant and remain fully informed about the issues which affect the region in which we teach.

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 practice. The DSL in school will deal swiftly with any referrals made by staff or with concerns reported by staff.

The Headteacher 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](#)).

## **The Role of the Curriculum**

Our curriculum 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 (Personal, Social and Health Education), Citizenship and SMSC (Spiritual, Moral, Social and Cultural) provision is embedded across the curriculum, and underpins the ethos of the JMAT. 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.

## **Staff Training**

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

Staff will undergo annual Prevent awareness training, delivered by the DSL, 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.

Through regular staff and curriculum team meetings 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. Staff training addresses the importance of staff members effectively engaging with parents/carers and recognising their key position in spotting signs of radicalisation.

### **Links to other Policies**

The JMAT Anti-Radicalisation policy statement links to the following policies:

- Child Protection & Safeguarding
- Equal opportunities policy
- Anti-bullying policy
- Behaviour for Learning policy
- Digital Safeguarding Policy

### **Monitoring, Evaluation and Policy review**

The policy will be promoted and implemented throughout the JMAT schools.

This policy will be assessed for its implementation and effectiveness **annually** by the **DSL** and the **Safeguarding Director**.

The scheduled review date for this policy is **September 2022**.

## 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 DSL or the Head of School/headteacher.
- All incidents will be fully investigated and recorded in line with the Positive 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 DSL 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 would be held if there is not a significant positive change in behaviour.
- If deemed necessary, serious incidents will be discussed and referred to appropriate external agencies for example.... Early Help Team, Social Care, Police Prevent Team and RMBC's and DMBC's LADO.