

Olive Academies

Preventing Radicalisation and Extremism Policy

Document control table	
Title	Preventing Radicalisation and Extremism Policy
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Updates/revisions included:	<p>Changed reference to three yearly safeguarding training to annual safeguarding training for staff</p> <p>Changed reference from LGB to AAB</p>
This is an OA central template, which should be reviewed at a local level and updated accordingly and dependent on local practice and advice from the Prevent Officer in the local authority.	

1. Introduction

Olive Academies is committed to providing a secure environment for pupils, where children feel safe and are kept safe. All adults at Olive Academies recognise that safeguarding is everyone's responsibility irrespective of the role they undertake or whether their role has direct contact or responsibility for children or not.

This policy is one element within OA's overall arrangements to Safeguard and Promote the Welfare of all Children in line with our statutory duties set out at s175 of the Education Act 2002 (s157 of the Education Act 2002).

Our policy also draws upon the guidance contained DfE Guidance Keeping Children Safe in Education, 2016 and 'The Prevent Duty – departmental advice for schools and childcare providers (July 2015). The Prevent duty is consistent with schools' existing duties, such as the requirement to abide by the Equality Act 2010, promote 'fundamental British values', secure a balanced presentation of political issues and promote community cohesion.

2. Olive Academies ethos

At Olive Academies, we ensure that through our vision, values, relationships and teaching we promote tolerance and respect for all cultures, faiths and lifestyles. The Multi Academy Trust Board (MAT) and Academy Advisory Board (AAB) also ensure that this ethos is reflected and implemented effectively through academy policy 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 attending an Olive Academy 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.

3. Statutory duties and related policies

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 schools: DfE departmental advice for maintained schools, 2014

This policy should be read in conjunction with other OA safeguarding policies including our online safety policy.

4. 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; and/or 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.

5. Roles and Responsibilities

Role of the MAT Board and AAB

It is the role of the MAT Board with support from the AAB to ensure that the academy meets its statutory duties with regard to preventing radicalisation. Each academy has a nominated safeguarding AAB member who will liaise with the headteacher and other staff about issues to do with protecting pupils from radicalisation and the lead member for safeguarding on the MAT board will have an oversight of all Olive academies.

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 (DSL)

It is the role of the DSL to:

- ensure that staff understand the issues of radicalisation, that they are able to recognise the signs of vulnerability or radicalisation and know how to refer their concerns
- work with staff and partners to assess the risk of children being drawn into terrorism, including support for extremist ideas that are part of terrorist ideology. This should be based on an understanding, shared with partners such as the Police and the Local Safeguarding Children's Board, of the potential risk in the local area
- receive safeguarding concerns about pupils 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 AAB on these matters

Role of staff

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

6. Staff training

At a minimum, the DSL will undertake Prevent awareness training and be able to provide advice and support to other members of staff on protecting children from the risk of radicalisation

Staff will be given training to help them understand the issues of radicalisation, so that they are able to recognise the signs of vulnerability or radicalisation and know how to refer their concerns. This information should also form part of the annual safeguarding training that all staff participate in. Staff are encouraged to use the resources available at

<http://www.educateagainsthate.com/teachers> provided by the DfE to build their own knowledge and their pupils' resilience.

7. 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. We recognize that education is a powerful weapon against radicalisation; equipping young people with the knowledge, skills and critical thinking, to challenge and debate in an informed way. Therefore, we will provide a broad and balanced curriculum, delivered by skilled professionals, so that our pupils are enriched, understand and become tolerant of difference and diversity and also to ensure that they thrive, feel valued and not marginalized.

Our values support the development of the whole child as a reflective learner within a safe respectful learning environment.

8. 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 academies block inappropriate content, including extremist content. 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; staff are alert to the need for vigilance when pupils are using their phones. Pupils and staff know how to report internet content that is inappropriate or of concern.

Our online safety policy provides guidance and procedures for how to protect pupils from harmful content.

9. 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 2016. Vetting and barring checks are undertaken on relevant people, including the AAB members. These are outlined in our recruitment and DBS procedures.

10. Visitors

We encourage the use of external agencies or speakers to enrich the experiences of our pupils, however we will positively vet those external agencies, individuals or speakers who we engage to provide such learning opportunities or experiences for our pupils. Such vetting is to ensure that we do not unwittingly use agencies that contradict each other with their messages or that are inconsistent with, or are in complete opposition to, the school's values and ethos. We must be aware that in some instances the work of external agencies may not directly be connected with the rest of the curriculum so we need to ensure that this work is of benefit to pupils. Our academy will assess the suitability and effectiveness of input from external agencies or individuals to ensure that:

- Any messages communicated to pupils are consistent with the ethos of the school and do not marginalise any communities, groups or individuals
- Any messages do not seek to glorify criminal activity or violent extremism or seek to radicalise pupils through extreme or narrow views of faith, religion or culture or other ideologies
- Activities are properly embedded in the curriculum and clearly mapped to schemes of work to avoid contradictory messages or duplication.
- Activities are matched to the needs of pupils
- Activities are carefully evaluated by academies to ensure that they are effective

We recognise, however, we wish to encourage pupils to understand opposing views and ideologies, appropriate to their age, understanding and abilities, and to be able to actively engage with them in informed debate, and we may use external agencies or speakers to facilitate and support this. Therefore by delivering a broad and balanced curriculum, augmented by the use of external sources where appropriate, we will strive to ensure our pupils recognise risk and build resilience to manage any such risk themselves where appropriate to their age and ability but also to help pupils develop the critical thinking skills needed to engage in informed debate.

All visitors and speakers to the academy 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 the academy without first obtaining permission from the headteacher.

11. 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. Indicators of vulnerability include factors relating to:

Identity

- the pupil is distanced from their cultural /religious heritage and experiences
- discomfort about their place in society
- personal crisis – the student/pupil may be experiencing family tensions
- a sense of isolation
- low self-esteem
- the pupil may have become dissociated from an existing friendship group and become involved with a new and different group of friends
- the pupil may be searching for answers to questions about identity, faith and belonging.

Personal circumstances

- migration
- local community tensions
- events affecting the pupil's country or region of origin may contribute to a sense of grievance that is triggered by personal experience of racism or discrimination or aspects of Government policy

Unmet aspirations

- the student may have perceptions of injustice
- a feeling of failure
- rejection of civic life

Experiences of criminality

- involvement with criminal groups
- imprisonment
- poor resettlement/reintegration on release

Special educational needs

- difficulties with social interaction
- lack of empathy with others
- limited understanding the consequences of their actions;
- limited awareness of the motivations of others

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 college
- 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 (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

Further guidance and information is available via the Educate against Hate website, and Prevent guidance. A key element of the *Prevent* strategy is the Channel Programme. It is an early multi-agency approach to safeguard individuals at risk from radicalisation. Channel uses existing collaboration between local authorities, statutory partners (such as the education and health sectors, social services, children's and youth services and offender management services), the police and the local community to:

- identify individuals at risk of being drawn into terrorism;
- assess the nature and extent of that risk; and
- develop the most appropriate support plan for the individuals concerned.

Additional information on Channel is available through an on-line learning module available here - http://course.ncalt.com/Channel_General_Awareness/01/index.html.

12. Referral process

Staff and visitors to the academy must refer all concerns about pupils who show signs of vulnerability or radicalisation to the DSL using the usual methods for reporting other safeguarding concerns. When there are significant concerns about a pupil, the DSL in liaison with the headteacher will make a referral to the local authority designated person. Any concerns may also be discussed with the academy's police representative from Prevent.

13. Monitoring and review

This policy will be monitored and reviewed by the OA MAT on an annual basis or after incidents or change in government legislation.