

ANTI-RADICALISATION POLICY

The OHC&AT Board of Directors has agreed this Policy – 22nd January 2021.

Jay Mercer
Chair of OHCAT Board

A handwritten signature in black ink, appearing to read "Jay Mercer", with a long horizontal flourish extending to the right.

Peter Lauener
Chair of OHC Board

A handwritten signature in black ink, appearing to read "Peter Lauener", with a checkmark-like flourish at the end.

Anti-Radicalisation Policy

INTRODUCTION

Orchard Hill College and Academy Trust (OHC&AT) is committed to providing outstanding educational opportunities for all our pupils, students and apprentices. We recognise that safeguarding against radicalisation is no different from safeguarding against any other vulnerability. This policy sets out the beliefs, strategies and procedures that OHC&AT uses to protect vulnerable individuals from being radicalised or exposed to extremism.

This policy should be read in conjunction with the related policies and further information listed at the end of the document.

AIMS

This 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 OHC&AT will deal with such incidents and identifies how the curriculum and ethos of each OHC&AT provision underpins our actions.

The main aims of this policy are to ensure that:

- All OHC&AT staff are fully engaged in being vigilant about extremism and radicalisation;
- All OHC&AT staff will be prepared to think the unthinkable and overcome professional disbelief that such issues could happen here;
- Across the organisation, we work alongside other professional bodies and agencies to ensure that our pupils, students, apprentices and staff are safe from harm.

DEFINITIONS AND INDICATORS

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

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.

There are a number of behaviours which may indicate a child or young person 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.

- Their 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 or cause.
- Communications with others that suggests identification with a group, cause or ideology.
- Using insulting derogatory names for another group.
- An 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.

Extremism may relate to political ideologies, religious beliefs or interpersonal aspects of life – for example, the ‘manosphere’ is a collection of online communities, websites and blogs which promote misogynistic beliefs and encourage hostility towards women, including men’s rights activist (MRA) and so-called ‘incel’ groups, some of which have been linked to far right extremism and violent acts. However, it is important to note that the process of radicalisation is similar regardless of the specific focus, and that all concerns regarding possible extremism and radicalisation must be raised with the Designated Safeguarding Lead as soon as possible.

Radicalisation and extremism are increasingly recognised as serious threats to the safety and wellbeing of children, young people and families. OHC&AT is aware that children and young people with SEND may be more vulnerable to extremism and radicalisation.

To that end, we are committed to safeguarding pupils and students from extremism and radicalisation. Safeguards in place include:

- All governors, teachers, teaching assistants, apprentices and non-teaching staff have an understanding of what extremism and radicalisation are and why we need to be vigilant in school or college; how to identify any possible concerns e.g. changes in pupils’/students’ behaviour which could indicate a need for help or protection; and how to report any concerns to the Designated Safeguarding Lead so that further safeguarding action (including a Prevent referral) can be taken if necessary.
- All governors, teachers, teaching assistants, apprentices and non-teaching staff receive regular training and updates on the Prevent duty and Channel process as part of their comprehensive safeguarding training.
- All governors, teachers, teaching assistants, apprentices and non-teaching staff understand this policy and will follow the procedure when issues arise.
- All pupils/students, parents/carers and families know that OHC&AT has policies in place to keep pupils and students safe from harm and that these policies, procedures and systems are regularly reviewed to ensure they are appropriate and effective.

- The curriculum delivered in every OHC&AT provision actively promotes the understanding of fundamental British values including democracy and the rule of law, as well as supporting pupils and students to develop good self-esteem and positive relationships with peers and other members of their communities.
- Visiting speakers to OHC&AT provisions are vetted beforehand to ensure that they are not affiliated with any extremist views or organisations, and are supervised throughout the duration of their visit to ensure that they do not promote or espouse extremist views while speaking to pupils/students.

PROCEDURES FOR REFERRALS

It is important for OHC&AT staff to be constantly vigilant and remain fully informed about pupils'/students' local communities and the issues which affect them. 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)

Early intervention is vital and staff must be aware of the established processes for front line professionals to refer concerns about individuals and groups.

Staff wishing to report a concern relating to radicalisation should speak with their provision's Designated Safeguarding Lead in the first instance. Please refer to the Child Protection, Adult Protection & Safeguarding Policy for further details.

Principals and senior leaders/managers 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 – Managing Referrals). External agencies such as the local Prevent advisor will then decide whether the matter requires a Channel referral or is a police matter.

THE ROLE OF THE CURRICULUM

All curricula used in OHC&AT provisions promote respect, tolerance and diversity. Pupils/students 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.

Relationships and sex education (RSE) and health education provision is embedded across the curriculum in line with statutory requirements, and this focus on healthy, respectful relationships and good mental wellbeing underpins the ethos of every OHC&AT provision. It is recognised that children and young people with low aspirations are more vulnerable to radicalisation and therefore OHC&AT strives to equip pupils and students with confidence, self-belief, respect and tolerance as well as setting high standards and expectations for themselves.

Pupils and students 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.

Each OHC&AT provision uses regular opportunities to emphasise the fundamental British Values of diversity, tolerance, and democracy, e.g. weekly assemblies, Student Councils, as well as Spiritual, Moral, Social and Cultural Values which are embedded across the curriculum.

Student Councils provide pupils and students with a democratically elected platform for sharing views on their provision and effecting real change in the way the school or College is run.

All pupils, students and apprentices have a named member of staff who they can speak with at any time.

STAFF TRAINING

OHC&AT operates a comprehensive suite of training and CPD that includes regular updates for staff on the threats, risks and vulnerabilities that are linked to extremism and radicalisation. Through training opportunities including INSET days, staff team development days, staff networks and the appraisal process, staff are made aware of the process of radicalisation and how this might be identified early on, and understand how we can provide support as an organisation to ensure that pupils, students and apprentices are resilient and able to resist involvement in radical or extremist activities.

OHC&AT also operates a Staff Code of Conduct that clearly articulates the duty upon all staff to uphold the highest standards of good conduct while carrying out their role: this is defined as acting with integrity, professionalism, compassion and sensitivity in every aspect of working life.

POLICY REVIEW DETAILS

<i>Version:</i>	1.3
<i>Reviewer:</i>	Jackie Van-West, John Prior
<i>Approval body:</i>	Family Board
<i>Date this version approved:</i>	22 nd January 2021
<i>Due for review:</i>	Autumn 2021

RELATED POLICIES AND PROCEDURES

Anti-Bullying Policy
Child Protection, Adult Protection and Safeguarding Policy
Community Use Policy
Equality and Diversity Policy
E-Safety Policy (Academies/OHC)
Relationships and Sex Education Policy (Academies/OHC)

Staff Code of Conduct
Visiting Speaker Policy

FURTHER INFORMATION, ADVICE AND GUIDANCE

Keeping children safe in education (DfE, September 2020)

<https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>

Protecting children from radicalisation: the Prevent duty (DfE, 2015)

<https://www.gov.uk/government/publications/protecting-children-from-radicalisation-the-prevent-duty>

Prevent duty guidance, GOV.UK – Home Office

<https://www.gov.uk/government/publications/prevent-duty-guidance>

Channel guidance, GOV.UK – Home Office

<https://www.gov.uk/government/publications/channel-guidance>

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

Schools edition:

<http://webarchive.nationalarchives.gov.uk/20130401151715/http://www.education.gov.uk/publications/eOrderingDownload/00804-2008BKT-EN.pdf>

Colleges edition:

https://www.education.gov.uk/consultations/downloadableDocs/17132_DIUS_Learning_Be_Safe.pdf

APPENDIX 1: Managing referrals

OHC&AT acknowledges the potential indicating factors that a child or young person 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 Safeguarding Lead or, in their absence, any other member of the Senior Leadership Team
- All incidents will be fully investigated and recorded in the Running Log as a safeguarding concern. Incidents will be marked in Red to identify them as potential radicalism or extremism.

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 will be kept in the Safeguarding file. The Designated Safeguarding 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~~ will be held if behaviours of concerns persist. The school or College will also deliver targeted support (for example, focused curriculum or therapeutic provision) to the pupil or student in order to support them to develop their understanding around the identified area of concern – please refer to individual Safeguarding & Wellbeing Offers for further details.

If deemed necessary, serious incidents will be discussed and referred to the Local Children Safeguarding Partnership and/or MASH (or relevant Local Authority referral process). OHC&AT will seek advice from government programmes including Prevent and Channel as well as the Due Diligence and Counter Extremism Division (DDCED) where necessary.

In the event of a referral relating to serious concerns about potential radicalisation or extremism, the school or College will contact the Police.