

# All Saints' Catholic Voluntary Academy Policy Document

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**Policy:** Anti-radicalisation Policy  
**Prepared for:** All Saints' Catholic Academy Trust

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I appeal to you therefore, brothers, by the mercies of God, to present your bodies as a living sacrifice, holy and acceptable to God, which is your spiritual worship. Do not be conformed to this world, but be transformed by the renewal of your mind, that by testing you may discern what is the will of God, what is good and acceptable and perfect. For by the grace given to me I say to everyone among you not to think of himself more highly than he ought to think, but to think with sober judgment, each according to the measure of faith that God has assigned. For as in one body we have many members, and the members do not all have the same function, so we, though many, are one body in Christ, and individually members one of another. ... [Romans 12:1-21](#)

## Approval

Approved by	Approval date	Review Date
Governing Body	September 2020	September 2022
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1) Background

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

Schools 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 schools 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 school's work and protecting them from extremism is one aspect of that. Keeping Children Safe in Education (September 2020), Annex A, details specifics on 'Preventing Radicalisation', 'The Prevent Duty' and 'Channel'.

## 2) Ethos

At All Saints' Catholic Voluntary Academy, we ensure that through our school mission, values, rules, diverse curriculum and teaching we promote tolerance and respect for all cultures, faiths, and lifestyles. The governing body also ensures that this ethos is reflected and implemented effectively in school policy and practice and that there are effective risk assessments in place to safeguard and promote students' welfare. We have a duty to prepare our children for life in modern Britain and to keep them safe. Pupils who attend our school have the right to learn in safety. We do not tolerate bullying of any kind and will challenge derogatory language and behaviour towards others.

## 3) 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), updated annually on September 1st
- Prevent Duty Guidance (2015), update 10<sup>th</sup> April 2019
- Working Together to Safeguard Children (2018)

### 3a) Non-statutory Guidance

- Promoting fundamental British values as part of SMSC in schools: Departmental advice for maintained schools (DfE 2014)

4) **All Saints' Catholic Voluntary Academy's mission** is firmly rooted in the Gospel values and values freedom of speech and the expression of beliefs as a fundamental right underpinning our society's values. Both students and teachers have the right to speak freely and voice their opinions. However, freedom comes with responsibility and free speech that is designed to manipulate the vulnerable or that leads to violence and harm of others goes against the moral principles in which freedom of speech is valued and against our Catholic ethos. Free speech is not an unqualified privilege; it is subject to laws and policies governing equality, human rights, community safety and community cohesion.

The current threat from terrorism in the United Kingdom may include the exploitation of vulnerable people, to involve them in terrorism or in activity in support of terrorism. The normalisation of extreme views may also make children and young people vulnerable to future manipulation and exploitation. All Saints' Catholic Voluntary Academy is clear that this exploitation and radicalisation should be viewed as a safeguarding concern. Definitions of radicalisation, terrorism and extremism, and indicators of vulnerability to radicalisation are in **Appendix 1 and 4**. All Saints' Catholic Voluntary Academy seeks to protect children and young people against the messages of all violent extremism including, but not restricted to, those linked to Islamist ideology, or to Far Right / Neo Nazi / White Supremacist ideology, Irish Nationalist and Loyalist paramilitary groups, and extremist Animal Rights movements. We run a programme that focuses on issues of extremism, terrorism and how to remain safe online and we promote British values during curriculum lessons and PSHE sessions both in tutor time and/or assemblies and Acts of worship.

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## 5) Risk

The school governors, the Head Teacher and the Designated Safeguarding Lead (DSL) will assess the level of risk within the school and put actions in place to reduce that risk. Risk assessment may include consideration of the school's curriculum, SEND policy, the use of school premises by external agencies, integration of pupils by gender and SEN, anti-bullying policy and other issues specific to the school's profile, community and philosophy. This risk assessment will be reviewed as part of the annual process with SLT and governors.

## 6) Response

Schools are required to identify a Prevent Single Point of Contact (SPOC) who will be the lead within the organisation for safeguarding in relation to protecting individuals from radicalisation and involvement in terrorism: this will be the Designated Safeguarding Lead (DSL) and/or Assistant Head teacher (AHT). Further advice and support is available through Sarah Lee as lead LA officer for Prevent, Michelle Giddy- Police Prevent Sergeant, or Louise Cox who is the newly appointed Prevent Education Co-ordinator for City and County. Sam Slack is the Regional DfE FE Prevent Lead.

The responsibilities of the SPOC are described in **Appendix 2**. When any member of staff has concerns that a pupil may be at risk of radicalisation or involvement in terrorism, they should speak with the SPOC. The process can be found in **Appendix 2 and 5**. Numerous factors can contribute to and influence the range of behaviours that are defined as violent extremism, but most young people do not become involved in extremist action. For this reason, the appropriate interventions may not have any specific connection to the threat of radicalisation, for example they may address mental health, relationships, or drug/ alcohol issues.

## 7) Internet Safety

The internet provides 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 school 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, students or visitors find unblocked extremist content they must report it to a senior member of staff. We are aware that young people have access to unfiltered internet when using their mobile phones, however as the school has a zero tolerance on mobile phones being used in school, students should not be accessing any such sites whilst under school supervision. Pupils and staff know how to report internet content that is inappropriate or of concern. All students from KS3, 4 and 5 cover online safety and British values through the PSCHÉ programme, this covers Internet safety and harms, including how to identify harmful behaviours online and how to report, or find support, if they have been affected by those behaviours.

## 8) 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 Frontline staff and Senior Leaders are updated as necessary in weekly briefings. All staff complete the Hays Education: **Radicalisation & Extremism (Prevent)**, at the start of every academic year. The lead Prevent has also completed the Prevent referrals e-learning from the home office, to support staff to make Prevent referrals that are robust, informed and with good intention. Staff are encouraged to follow the 'notice-check-share' technique and treat Prevent concerns as they would any other safeguarding concern.

Staff have also been provided with the following information through staff training days at the start of the academic year and through the distribution of this policy and presentation (**see appendices 3-6**):

- a) Prevent overview (law, definitions, problems facing schools, use of social media, signs of vulnerability, recognising extremism)
- b) "What to do" flowchart and Channel process
- c) DfE updates
- d) Contact details of the SPOC.

Pupils are exposed to the following themes through the curriculum (especially RE and History), PSICHE programme, assemblies, acts of worship and collective worship:

- Resilience to anti-radicalisation
- Fundamental British values
- Enablement to challenge extremist views
- Awareness of the dangers of social media
- Awareness of "hate" crime

#### 9) **Staff recruitment**

We ensure that the staff we appoint to the school are suitable, our recruitment procedures are rigorous, and we follow the statutory guidance published in part 3 of *Keeping Children Safe in Education (2020)*. The school have written recruitment and selection policies and procedures in place. Vetting and barring checks are undertaken on relevant people, including governors and volunteers. The School Staffing (England) Regulations 2009 require governing bodies of maintained schools to ensure that at least one of the persons who conducts an interview has completed safer recruitment training

#### 10) **Visitors**

Visitors to the school are made aware of our safeguarding and child protection policies on arrival at the school 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 anti-radicalisation policy and relevant vetting checks are undertaken. We undertake due diligence to ensure that visiting speakers are appropriate. Speakers are always supervised and will not be allowed to speak to pupils without a member of staff being present. Staff must not invite speakers into school without first obtaining permission from the Head Teacher

#### 11) **'No platform for extremists'**

The school is vigilant to the possibility that out-of-hours hire of the school premises may be requested by people wishing to run an extremist event. The school is generally not used by outside agencies and the school does not accept bookings from individuals or organisations that are extremist in their views.

#### 12) **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. Signs of vulnerability include:

- underachievement
- being in possession of extremist literature
- 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

### **13) 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 school
- evidence of possessing illegal or extremist literature
- advocating messages like 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 specific 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, artwork 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

### **14) Monitoring and Review**

This policy will be monitored by the governing body at least annually by receiving a report from the Designated Prevent Policy Lead. This is not a statutory policy and will be reviewed at an appropriate time not later than two years after ratification by the governing body.

### **15) What are British Values?**

‘Democracy, the rule of law, equality of opportunity, freedom of speech and the rights for all men and women to live free from persecution of any kind’. At All Saints’ Catholic Voluntary Academy we encourage pupils to respect other people with particular regard to the protected characteristics set out in the Equality Act 2010 (age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion and belief, sex and sexual orientation). We aim to build pupils’ resilience to radicalisation by promoting fundamental British values through our PSCE programme, wider curriculum, ‘no to hate’ ambassadors and assemblies, enabling pupils to challenge extremist views. It is important to emphasise that the Prevent duty is not intended to stop pupils debating controversial issues. We aim to provide a safe place in which children, young people and staff can understand the risks associated with terrorism and develop the knowledge and skills to be able to challenge extremist arguments. Pupils are given the opportunity to be prepared for life in modern Britain. Through curriculum lessons, the PSCE programme, assemblies, acts of worship and collective worship, pupils’ develop their understanding of the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.

## APPENDIX 1: INDICATORS OF VULNERABILITY TO RADICALISATION

Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism leading to terrorism.

### **Extremism is defined by the Government in the 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.

### **Extremism is defined by the Crown Prosecution Service as:**

The demonstration of unacceptable behaviour by using any means or medium to express views which:

- Encourage, justify, or glorify terrorist violence in furtherance of particular beliefs
- Seek to provoke others to terrorist acts
- Encourage other serious criminal activity or seek to provoke others to serious criminal acts; or
- Foster hatred which might lead to inter-community violence in the UK.

There is no such thing as a “typical extremist”: those who become involved in extremist actions come from a range of backgrounds and experiences, and most individuals, even those who hold radical views, do not become involved in violent extremist activity. Pupils may become susceptible to radicalisation through a range of social, personal and environmental factors - it is known that violent extremists exploit vulnerabilities in individuals to drive a wedge between them and their families and communities. It is vital that school staff are able to recognise those vulnerabilities.

### **Indicators of vulnerability include:**

- Identity Crisis – the student / 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; and low self-esteem; they may have dissociated from their existing friendship group and become involved with a new and different group of friends
- Personal Circumstances – migration; local community tensions; and events affecting the student / 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 / pupil may have perceptions of injustice; a feeling of failure; rejection of civic life
- Experiences of Criminality – which may include involvement with criminal groups, imprisonment, and poor resettlement / reintegration
- Special Educational Need – students / pupils may experience difficulties with social interaction, empathy with others, understanding the consequences of their actions and awareness of the motivations of others.

However, this list is not exhaustive, nor does it mean that all young people experiencing the above are at risk of radicalisation for the purposes of violent extremism.

**More critical risk factors could include:**

- Being in contact with extremist recruiters
- Accessing violent extremist websites, especially those with a social networking element
- Possessing or accessing violent extremist literature
- Using extremist narratives and a global ideology to explain personal disadvantage
- Justifying the use of violence to solve societal issues
- Joining or seeking to join extremist organisations
- Significant changes to appearance and / or behaviour
- Experiencing a high level of social isolation resulting in issues of identity crisis and / or personal crisis.

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## APPENDIX 2: ROLES AND RESPONSIBILITIES OF THE SINGLE POINT OF CONTACT (SPOC)

The SPOC for All Saints' Catholic Voluntary Academy is Helen Flint, who is responsible for:

- Ensuring that staff of the school are aware that you are the SPOC in relation to protecting students/pupils from radicalisation and involvement in terrorism
- Maintaining and applying a good understanding of the relevant guidance in relation to preventing students/pupils from becoming involved in terrorism, and protecting them from radicalisation by those who support terrorism or forms of extremism which lead to terrorism
- Raising awareness about the role and responsibilities of All Saints' Catholic Voluntary Academy in relation to protecting students/pupils from radicalisation and involvement in terrorism
- Monitoring the effect in practice of the school's RE curriculum and assembly policy to ensure that they are used to promote community cohesion and tolerance of different faiths and beliefs
- Raising awareness within the school about the safeguarding processes relating to protecting students/pupils from radicalisation and involvement in terrorism
- Acting as the first point of contact within the school for case discussions relating to students / pupils who may be at risk of radicalisation or involved in terrorism
- Collating relevant information in relation to referrals of vulnerable students / pupils into the Channel\* process
- Attending Channel\* meetings as necessary and carrying out any actions as agreed
- Reporting progress on actions to the Channel\* Co-ordinator; and
- Sharing any relevant additional information in a timely manner

\* Channel is a multi-agency approach to provide support to individuals who are at risk of being drawn into terrorist related activity. It is led by the Counter-Terrorism Unit, and it aims to:

- Establish an effective multi-agency referral and intervention process to identify vulnerable individuals
- Safeguard individuals who might be vulnerable to being radicalised, so that they are not at risk of being drawn into terrorist-related activity; and
- Provide early intervention to protect and divert people away from the risks they face and reduce vulnerability.

### WHAT WE DO WHEN WE ARE CONCERNED

Where risk factors are present but there is no evidence of a particular risk then our AHT/DSL /SPOC advises us on preventative work that can be done within school to engage the pupil into mainstream activities and social groups. The AHT/DSL may well be the person who talks to and has conversations with the pupil/student's family, sharing the school's concern about the young person's vulnerability and how the family and school can work together to reduce the risk. In this situation, depending on how worried we are and what we agree with the parent and the young person (as far as possible). The AHT/DSL /SPOC can decide to notify the Multi-Agency Safeguarding Hub (MASH) of the decision so that a strategic overview can be maintained and any themes or common factors can be recognised; and the school will review the situation after taking appropriate action to address the concerns.

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## APPENDIX 3: INFORMATION DELIVERED TO STAFF DURING INSET DAY, ANNUALLY

- Since the 'Education and Inspections Act 2006' schools 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.
- In March 2015, new statutory duties were placed on schools 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 school's work and protecting them from extremism is one aspect of that.

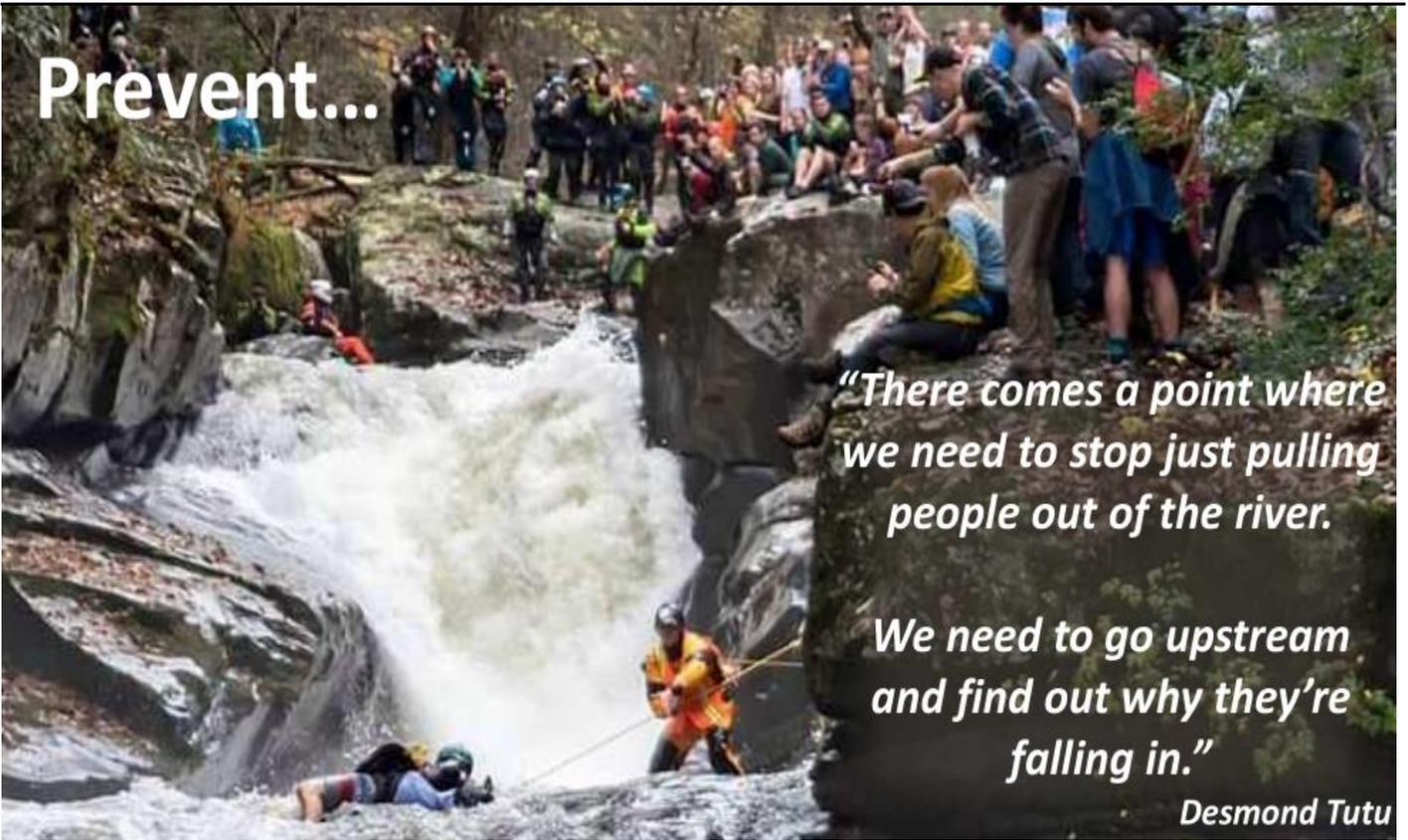
### What is Prevent?

**Prevent** is a **government led multi-agency** approach and a community **safeguarding programme** which aims to stop individuals from becoming terrorists through early intervention.

Prevent aims to **work upstream** in order to prevent vulnerable people from becoming terrorists or supporting terrorism.

Prevent offers early interventions and support to **all** individuals who are at risk, regardless of where the risk has come from.





Prevent...

*“There comes a point where we need to stop just pulling people out of the river.*

*We need to go upstream and find out why they’re falling in.”*

*Desmond Tutu*

## Overview of our Prevent Model



**IDENTIFY vulnerability, threat and risk:**

Work in partnership to identify those vulnerable to being drawn into terrorism and extremists who pose a radicalisation risk to others. Ensure pathways and processes are in place to deal with referrals.

**SAFEGUARD the vulnerable:**

We will work collaboratively across policing and wider partnerships to safeguard people and divert those vulnerable to radicalisation from being drawn into terrorism.

**MANAGE RISK using our unique skills and powers:**

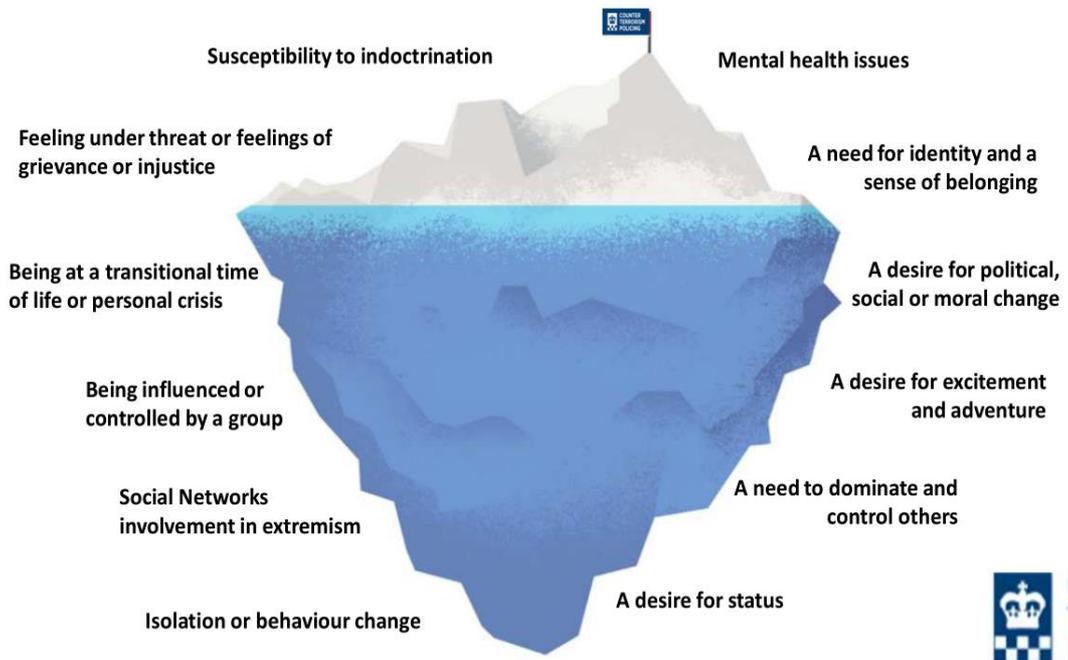
We will use our unique skills and powers, working in partnership, to assess, manage and disrupt those individuals who pose a CT or extremism risk. This includes diverting or disrupting those who seek to radicalise the vulnerable.



# Vulnerabilities



# Spotting the Signs of Radicalisation

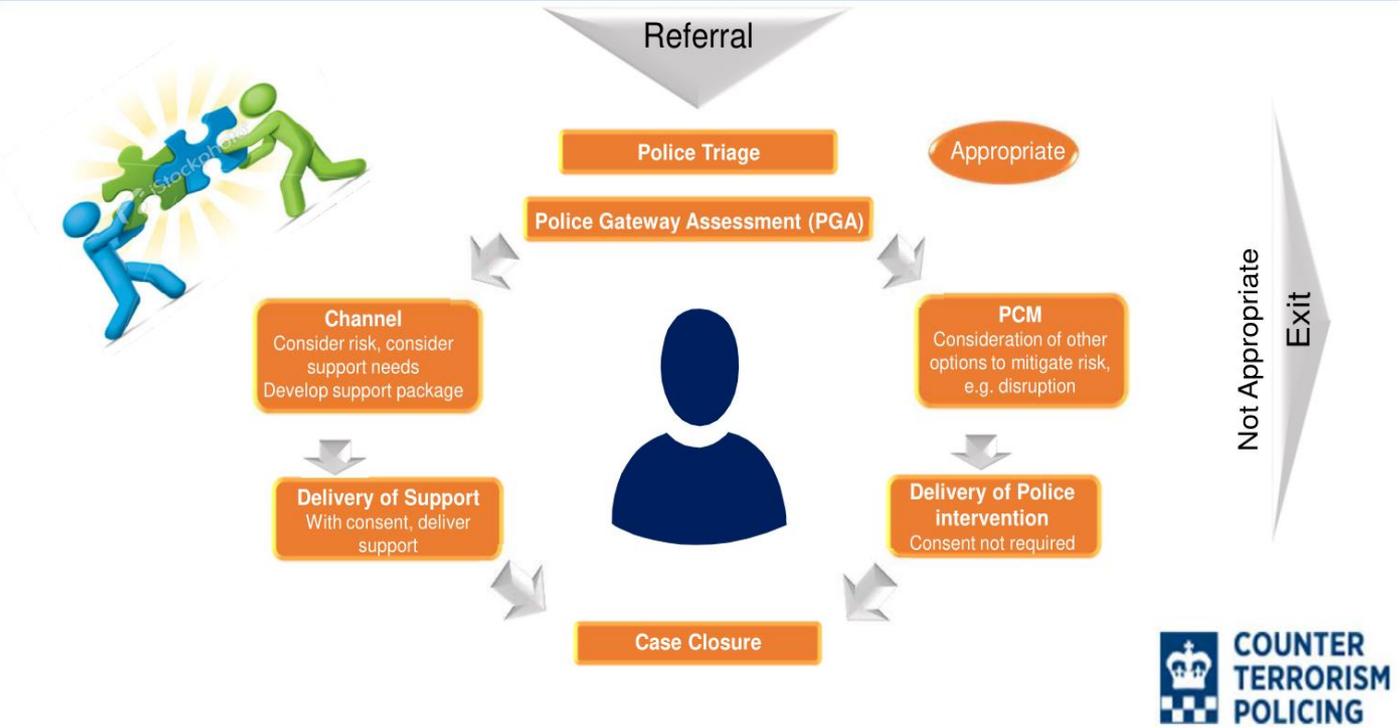


# Other Triggers

- Underachievement
- Easily lead
- Seduced by: adventure, secrecy, camaraderie
- Life change
- Bullying
- Grievances: local, national, international
- Mental health
- Social exclusion
- Peer pressure
- Alienation / isolation
- Exposure to violence
- Trauma
- Humiliation
- Deprivation
- Criminality and imprisonment



# Referral Process Flowchart



## What can you do?

- Being aware of the signs to spot
- Sharing your knowledge of *Prevent* with your colleagues
- Referral to *Prevent*



Staff should be aware of the following definitions, taken from KCSIE (2022):

- **Extremism** is the vocal or active opposition to our fundamental values, including democracy, the rule of law, individual liberty and the mutual respect and tolerance of different faiths and beliefs. This also includes calling for the death of members of the armed forces.
- **Radicalisation** refers to the process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups.
- **Terrorism** is an action that endangers or causes serious violence to a person/people; causes serious damage to property; or seriously interferes or disrupts an electronic system. The use or threat must be designed to influence the government or to intimidate the public and is made for the purpose of advancing a political, religious or ideological cause.

### What are British Values?

‘Democracy, the rule of law, equality of opportunity, freedom of speech and the rights for all men and women to live free from persecution of any kind’.

Schools are expected to encourage pupils to respect other people with particular regard to the protected characteristics set out in the Equality Act 2010 (age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion and belief, sex and sexual orientation).

Schools can build pupils’ resilience to radicalisation by promoting fundamental British values and enabling them to challenge extremist views. It is important to emphasise that the Prevent duty is not intended to stop pupils debating controversial issues. On the contrary, schools should provide a safe place in which children, young people and staff can understand the risks associated with terrorism and develop the knowledge and skills to be able to challenge extremist arguments.

## Signs of vulnerability and Recognising extremism detailed on page 5 of this policy

### What action should staff take if they are worried that a child or young person might be drawn into extremism?

As with all forms of safeguarding, staff should use their professional judgement in identifying an individual who may be at risk of radicalisation. The school has clear procedures in place to safeguard children that includes protecting children at risk of radicalisation. These procedures will be set out in existing safeguarding policies. All staff should be aware of the school's safeguarding policy and procedures and follow these for any aspect of safeguarding, including extremist views/extremism. As with any form of safeguarding if a member of staff has any concerns about a child, in the first instance, they should make an entry onto CPOMS. **Concerns to be logged under the 'Safeguarding' category and then: 'Prevent / Radicalisation'**

## APPENDIX 4: CHANNEL INFORMATION

### What is Channel?

Channel is a voluntary programme managed through the local authority where radicalisation safeguarding concerns are shared across partner agencies in order, to find the correct proportionate support. Channel works in a similar way to existing safeguarding partnerships aimed at protecting vulnerable people.

### Who does Channel work with?

Channel is designed to work with individuals of any age who are at risk of being exploited by extremist or terrorist ideologues. The process is shaped around the circumstances of each person and can provide support for any form of radicalisation or personal vulnerabilities.

### How does Channel work?

Each Channel Panel is chaired by a local authority and brings together a range of multi-agency partners to collectively assess the risk and can decide whether a support package is needed. The group may include statutory and non-statutory partners, as well as lead safeguarding professionals. If the group feels the person would be suitable for Channel, it will look to develop a package of support that is bespoke to the person. The partnership approach ensures those with specific knowledge and expertise around the vulnerabilities of those at risk can work together to provide the best support.

### What does Channel support look like?

Channel interventions are delivered through local partners and specialist agencies. The support may focus on a person's vulnerabilities around health, education, employment, or housing, as well as specialist mentoring or faith guidance and broader diversionary activities such as sport. Each support package is tailored to the person and their specific circumstances.

### How will the person be involved in this process?

A person will always be informed first if it is felt that they would benefit from Channel support. The process is voluntary, and their consent would be needed before taking part in the process or parent consent if under 18. This process is managed carefully by the Channel Panel.

### Who can make a referral?

Anyone can make a referral. Referrals come from a wide range of partners including **education**, health, youth offending teams, police, and social services.

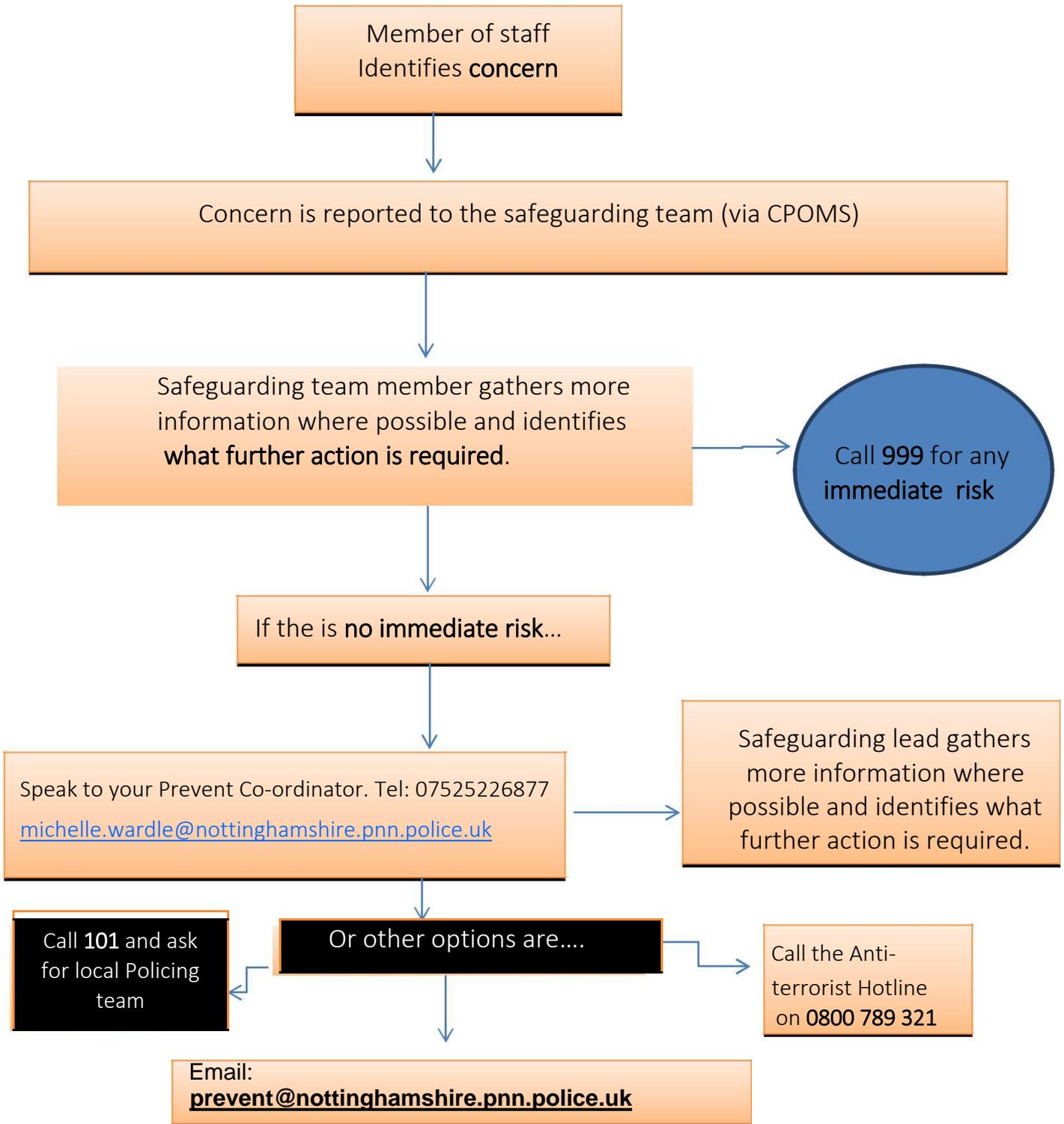
### **What happens with the referral?**

Referrals are first screened for suitability through a preliminary assessment by the Channel Coordinator and the local authority. If suitable, the case is then discussed at a Channel panel of relevant partners to decide if support is necessary.

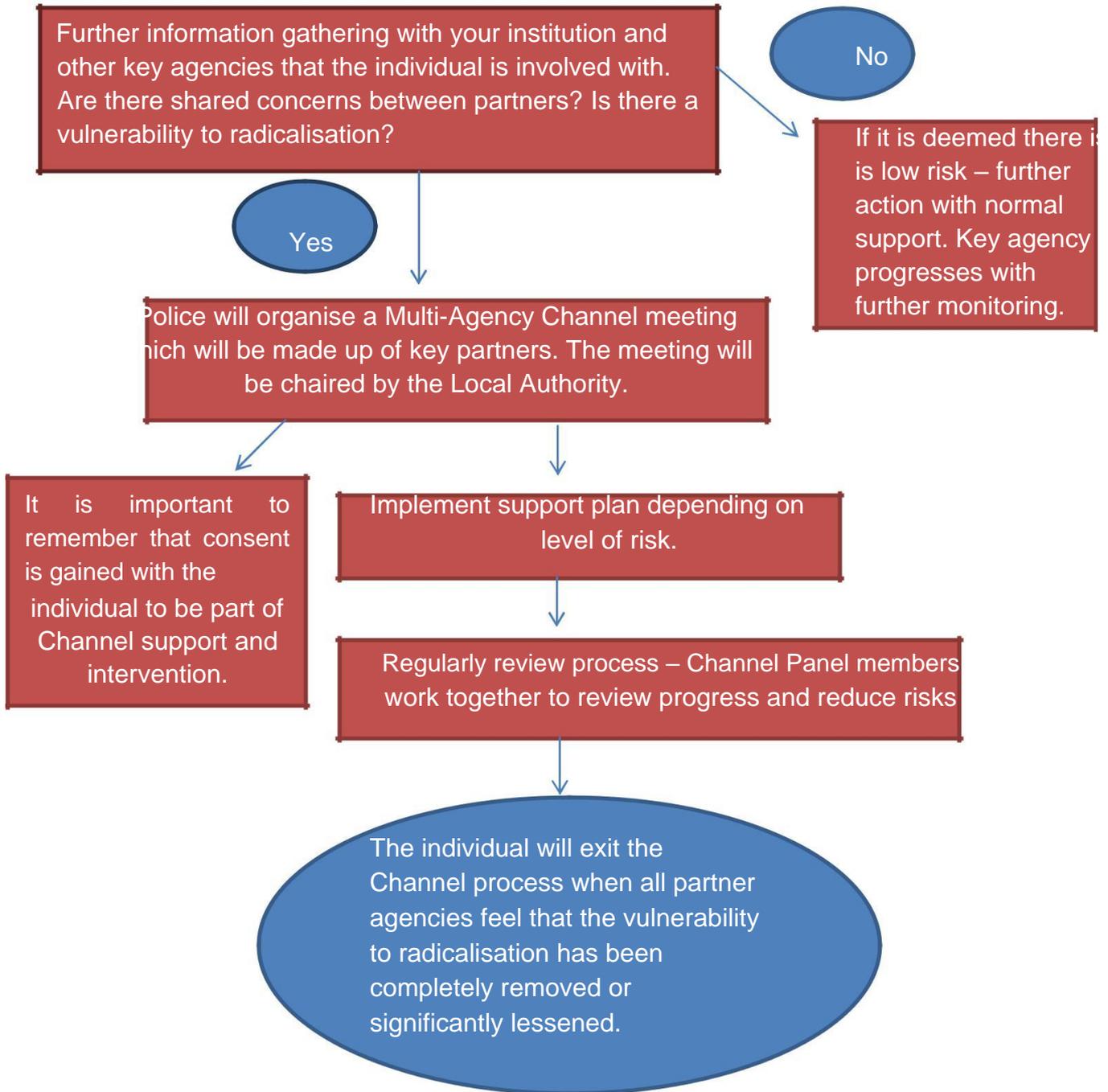
APPENDIX 5: PROCESS MAP FOR REPORTING A CONCERN

“What to do” flowchart - Process Map for reporting a concern

It is important for you as a member of staff to know where to go if you have a concern that someone may be on the route to radicalisation. Below is a flow chart which aims to show the process as to which you can follow:



Once a referral is made and enters the Channel process, the below process map illustrates what happens next



Once a referral has exited the process, it will be reviewed at 6 and 12 months. If concerns remain, the individual can be re-referred.

## APPENDIX 6: BRIEFING NOTES FOR SCHOOLS, from DfE – September 2022

### Conspiracy Theories

#### **Anti-vax Twitter accounts pushing food crisis misinformation, study finds**

The Guardian, 01/08/2022

Twitter accounts that have promoted QAnon and anti-vaccine conspiracy theories are switching focus and increasingly spreading disinformation about the global food crisis caused by Russia's invasion of Ukraine, according to a new study. The research by the Network Contagion Research Institute (NCRI), found that conspiracy theorist social media accounts started pushing the idea that western countries are responsible for the interruption of wheat, barley and maize exports from Ukraine. The NCRI, which tracks misinformation and manipulation on social media, found that conspiracy communities and influencers linked to QAnon, the extremist conspiracy movement whose followers believe Donald Trump is waging war against the “deep state”, are shifting from conspiracy theories around Covid-19 to food crisis disinformation.