Radicalisation/Prevent Policy

Anderida Learning Centre

Approved by:	Mathew Thompson	**Date:** 22.01.25
Last reviewed on:	01.09.26	
Next review due by:	01.09.27	

Definitions

Radicalisation: refers to the process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups.

Extremism: is the vocal or active opposition to our fundamental values, including 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.

British Values: include democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs.

Introduction

This policy forms part of our School's 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 in 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 says All schools and colleges are subject to a duty under section 26 of the Act to have "due regard to the need to prevent people from being drawn into terrorism". This duty is known as the Prevent duty.

The school recognises that children are vulnerable to extremist ideology and radicalisation. There is no single way of identifying whether a child is likely to be susceptible to an extremist ideology. Background factors combined with specific influences such as family and friends may contribute to a child's vulnerability. Similarly, radicalisation can occur through many different methods (such as social media) and settings (such as the internet).

However, it is possible to protect vulnerable people from extremist ideology and intervene to prevent those at risk of radicalisation being radicalised. As with other safeguarding risks, our staff should be alert to changes in children's behaviour which could indicate that they may be in need of help or protection.

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

This policy should be read alongside the school's Safeguarding and Child Protection Policy and is in line with *Keeping Children Safe in Education (KCSIE)* and the Prevent Duty Guidance.

Evidence shows that children with low aspirations are more vulnerable to radicalisation. Therefore, the school's ethos and the work it carries out to ensure students have confidence and self-belief and are tolerant and respectful whilst having high expectations of themselves, are crucial in combating radicalisation.

Aims

The main aims of this policy statement are to ensure that all staff and governors are vigilant for the signs of radicalisation; that they overcome professional disbelief that such issues 'will not happen here' and ensure that we work alongside other professional bodies and agencies to ensure that our children are safe from harm.

Objectives

1. All governors, teachers, tutors and non-teaching staff will have an understanding of what radicalisation and extremism are and why we need to be vigilant in school.

2. All governors, teachers, tutors and non-teaching staff will know what the school policy is on anti-radicalisation and extremism and will follow the policy when issues arise.

3. ALC will ensure this policy is available to the wider community through its website and in hard copy from the school office on request.

Indicators of Vulnerability

There are no known definitive indicators that a young person is vulnerable to radicalisation, but there are a number of signs that together increase the risk. These include:

• Identity Crisis – the student is distanced from their cultural / religious heritage and experiences discomfort about their place in society

• Personal Crisis – the student 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; they may be searching for answers to questions about identity, faith and belonging

• Personal Circumstances – migration, local community tensions and events affecting the student'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 – which may include involvement with criminal groups, imprisonment and poor resettlement/reintegration

• Special Educational Need –students 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.

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 (but there are

also very powerful narratives, programmes, and networks that young people can come across online

so particular individuals / groups may not become apparent)

• 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

• Secretive behaviour

• Online searches or sharing extremist messages or social profiles

• Intolerance of difference, including faith, culture, gender, race, or sexuality

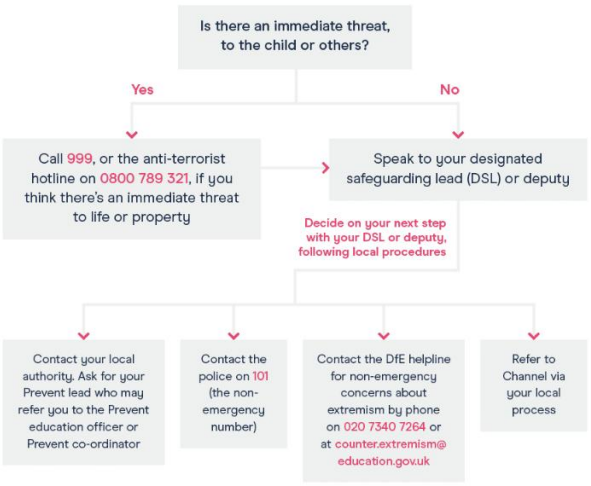
• Graffiti artwork or writing that displays extremist themes

• Attempts to impose extremist views or practices on others

• Verbalising anti-Western or anti-British views

• Advocating violence towards others

Procedure for referrals



The Point of Contact for the school is the DSL, who is Jaz Profit and the deputy DSL's are Rebecca Corradetti and Toby Patton.

Concerns should be reported immediately to the DSL

Early concerns should always be shared, even if they appear minor

Staff should not delay reporting concerns while seeking further evidence

The DSL is responsible for:

- will consider whether a referral to **Channel** is appropriate
- Channel is a multi-agency programme which provides support to individuals at risk of being drawn into terrorism
- Where appropriate, referrals will be made in line with local authority Prevent procedures

• Ensuring that the staff of the school are aware and work together to protect students from radicalisation and involvement in terrorism

• Maintaining and applying a good understanding of the relevant guidance in relation to preventing students from becoming involved in terrorism, and protecting them from radicalisation by those who support terrorism, or forms of extremism, which lead to terrorism

• Monitoring the effect in practice of the school's RE and Sub curriculum 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 pupils from radicalisation and involvement in terrorism

• Acting as the first point of contact within the school for case discussions relating to pupils who may be at risk of radicalisation or involved in terrorism

• Sharing any relevant additional information in a timely manner with appropriate personnel and/or local agencies.

Although serious incidents involving radicalisation have not occurred at our school to date, it is important for us to be vigilant and fully informed about issues that affect the local and wider area. Staff are reminded to suspend any professional disbelief that incidents of radicalisation 'could not happen here and to refer any concerns to the DSI or deputy.

Staff can also contact the local police force or dial 101 (the non-emergency number) In emergencies, staff should call **999**. Where they can talk in confidence about their concerns and access support and advice.

Role of the Curriculum

Our students have access to a comprehensive scheme of lessons and learning in which they develop resilience. British values are taught through the Values Curriculum and dedicated lessons of Religious Studies.

The school recognises that the internet and social media are key tools used to radicalise young people

Staff should be vigilant to online activity, including use of extremist content, messaging platforms, and gaming environments

The school's filtering and monitoring systems are in place to safeguard students

Concerns regarding online activity must be reported in line with safeguarding procedures

Staff Training

- All staff will receive appropriate safeguarding and Prevent training
- Training will be updated regularly in line with statutory guidance
- Staff will understand their role in identifying and reporting concerns

Safer recruitment

We ensure our recruitment processes are rigorous, in line with statutory requirements, best practice guidance and the school's safer recruitment policy. These processes include the use of the DBS checks and online searches for all employees.

Please also refer to the school's Prevent risk assessment for further guidance and information.

Review and Monitoring

Role	Name	Contact details
Designated Safeguarding Lead	Jaz Profit	07713 695 284 jaz.profit@ anderidalearningcentre.co.uk
Deputy Designated Safeguarding Leads	Rebecca Corradetti, Toby Patton	rebecca.corradetti@anderidalearningcentre.co.uk Toby.patton@anderidalearningcentre.co.uk
Online safety officer	Vinny Miles	Vinny.miles@anderidalearningcentre.co.uk
Nominated governor for safeguarding and child protection	Micheal McGlynn	Mcglynnigan@hotmail.co.uk
Chair of governors	Annabel Lilley	annabel.lilley@anderidacare.co.uk
Local Authority Designated Officer (LADO)	Donna Davis	lado@eastsussex.gov.uk
Safeguarding Officer and Assistant LADO	Susan Giles	07543 237465
Referrals into Early Help and Social Care	Single Point of Advice (SPoA)	01323 464222 0-19.SPoA@eastsussex.gov.uk Out of hours: 01273 335906/ 01273 335905 Adult services: 01323 636399
Multi Agency Safeguarding Hub (MASH)		01273 290400

Other		Designated Doctor Safeguarding Children: 01424 758012 Designated Nurse Safeguarding Children: 01424 735664 Designated Nurse LAC: 01323 446999