**POLICY**

SELCA†

South East London
Catholic Academy Trust

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| **Type of Policy:** | MAT Policy to adopted in full across all schools | ✓ |
| | LGB Policy to be reviewed and approved locally | |

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| Approval Date: | **SEPTEMBER 2021** |
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# SOUTH EAST LONDON CATHOLIC ACADEMY TRUST (SELCAT)

# ANTI-RADICALISTION (BRITISH VALUES) POLICY

*Our Vision, Mission & Values*
*To create a family of schools that together, through shared support and challenge, strive to provide an authentic Catholic education where all children will be empowered, inspired and flourish.*
*We will aim for excellence and to become remarkable places of learning and love.*

**EXTREMISM/RADICALISATION**

SELCAT 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. 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 terrorism. The normalisation of extreme views may also make children and young people vulnerable to future manipulation and exploitation. SELCAT is clear that this exploitation and radicalisation should be viewed as a safeguarding concern. Prevention work and reductions of risks included aspect such as: the Respect curriculum; school assemblies; the use of school premises by external agencies; integration of pupils by gender, ethnicity, faith, culture and SEN; anti-bullying policy and other issues specific to the school's profile, community and philosophy.

Where staff or parents have concerns linked to the above, they should contact the individual school's Designated Safeguarding Lead. The school may decide to contact local social services and may also inform the Trust if appropriate.

**Anti-Radicalisation Policy**

**Introduction**

The government's Prevent strategy, first published in 2011, is part of their counter-terrorism strategy, CONTEST. Its principal aim is to stop people becoming terrorists or supporting terrorism.

In order to fulfil the Prevent duty (July 2015), it is essential that staff identify children who may be vulnerable to radicalisation and know what to do when they are identified. Protecting children from the risk of radicalisation is part of all of our wider safeguarding duties, and is similar in nature to protecting children from other harms (e.g. drugs, gangs, neglect, sexual exploitation), whether these come from within their family or are the product of outside influences.

We can also build pupils' resilience to radicalisation by promoting fundamental British values and enabling them to challenge extremist views. We do not intend to stop pupils talking about or debating controversial issues. On the contrary, in school, we want to provide a safe space 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.

**Links to Other Policies**

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

- Child Protection Policy and Procedures
- Behaviour Policy (including Anti-bullying)

**Aims and Principles**

The main aims of this policy statement are to ensure that staff are fully engaged in being vigilant about 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 pupils are safe from harm.

The principle objectives are that:

- All governors, teachers and support staff will have an understanding of what radicalisation and extremism are and why we need to be vigilant in school.
- All governors, teachers, support staff will know what the Trust's policy is on anti-radicalisation and extremism and will follow the policy when issues arise in our schools.
- All parents and pupils will know that the Trust has policies in place to keep pupils safe from harm and that the Trust and its schools regularly reviews their systems to ensure they are appropriate and effective.

**Definitions of Key Terms**

**What is extremism?**

"Extremism" is 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. Included in the definition of extremism are calls for the death of members of the armed forces, whether in this country or overseas. Terrorist groups very often draw on extremist ideas developed by extremist organisations.

**What is non-violent extremism?**

'Non-violent extremism' is extremism, as defined above, which is not accompanied by violence.

**What is terrorism?**

The current UK definition of 'terrorism' is given in the Terrorism Act 2000 (TACT 2000). In summary, this defines terrorism as 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.

'Terrorist-related offences' are those (such as murder) which are not offences in terrorist legislation, but which are judged to be committed in relation to terrorism.

**What is 'Radicalisation'?**

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

**What is 'White Radicalisation'?**

'White radicalisation' is also known as the belief in 'White supremacy'. White supremacy or white supremacism is a form of racism centred upon the belief, and promotion of the belief, that white people are superior in certain characteristics, traits, and attributes to people of other racial backgrounds and that therefore whites should politically, economically and socially rule non-whites.

**'Vulnerability'**: Within Prevent, the word describes factors and characteristics associated with being susceptible to radicalisation.

**Key Indicators of Radicalisation**

Example indicators that an individual is **engaged** with an extremist group, cause or ideology include:

- Spending increasing time in the company of other suspected extremists
- Changing their style of dress or personal appearance to accord with the group
- Day-to-day behaviour becoming increasingly centred around 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 material or symbols associated with an extremist cause (e.g. the swastika for far-right groups)
- Attempts to recruit others to the group/cause/ ideology
- Communications with others that suggest identification with a group/cause/ideology

**Risk Assessment**

We should be aware of the increased risk of online radicalisation, as terrorist organisations such as ISIL seek to radicalise young people through the use of social media and the internet.

There is no single way of identifying an individual who is likely to be susceptible to a terrorist ideology. As with managing other safeguarding risks, we should be alert to changes in children's behaviour, which could indicate that they may be in need of help or protection. Children at risk of radicalisation may display different signs or seek to hide their views.

School staff should use their professional judgement in identifying children who might be at risk of radicalisation and act proportionately.

Even very young children may be vulnerable to radicalisation by others, whether in the family or outside, and display concerning behaviour. The Prevent duty does not require teachers or childcare providers to carry out unnecessary intrusion into family life but as with any other safeguarding risk, they must take action when they observe behaviour of concern.

**Working in Partnership**

Prevent work depends on effective partnership. To demonstrate effective compliance with the duty, we will demonstrate evidence of productive co-operation whenever necessary, in particular with local Prevent coordinators, the police and local authorities as well as co- ordination through existing multi-agency forums.

**Staff Training**

The statutory guidance refers to the importance of Prevent awareness training to equip staff to identify children at risk of being drawn into terrorism and to challenge extremist ideas.

- The Trust's school's Designated Safeguarding Leads are the single point of contact for all referrals and training.
- The Governor appointed as the Safeguarding Lead will also take responsibility of overseeing anti-radicalisation.
- A Governor is appointed to take on responsibility of overseeing anti- radicalisation policy and training within each school and supporting staff to deliver it.
- Key staff have received special individual training in accordance with their roles in the schools.

**ICT Policies**

Statutory guidance makes clear the need for schools to ensure that children are safe from terrorist and extremist material when accessing the internet in schools.

- We ensure that suitable filtering is in place.
- Pupils attempting to access extremist materials will be locked out of the internet by the filter system.
- Names of pupils attempting access will be directed to the Designated Safeguarding Lead who will undertake to interview pupils. Appropriate action will be taken and parents will be informed.
- Internet safety is integral to our ICT curriculum and is also be embedded in the curriculum.

**Building Children's' Resilience to Radicalisation**

SELCAT believes that we can build pupils' resilience to radicalisation of all types by providing a safe environment for debating controversial issues and helping them to understand how they can influence and participate in decision-making.

- We promote the spiritual, moral, social and cultural development of pupils and, within this, fundamental British values.
- Our assemblies encourage pupils to reflect on current topics and develop a thoughtful insightful response to world events and issues.
- We actively encourage external visitors and speakers to discuss with pupils their faith, culture and traditions and how it helps them to make positive choices in their everyday lives.
- We encourage pupils to develop positive character traits such as resilience, determination, self-esteem, and confidence through our School Council and extra-curricular activities (e.g. Duke of Edinburgh Award Scheme).

**What Happens if There is a Concern**

Depending on the level of concern, a member of staff should:

- • Follow the school's normal safeguarding procedures informing the Designated Safeguarding Lead.

The Department for Education has a dedicated telephone helpline (020 7340 7264) to enable people to raise concerns relating to extremism directly. Concerns can also be raised by email to counter.extremism@education.gsi.gov.uk .

Please note: The helpline is not intended for use in emergency situations, such as a child being at immediate risk of harm or a security incident, in which case the normal safeguarding procedures at our schools should be followed.

**Equality and Diversity**

All developments are intended to ensure that no-one is treated in any way less favourably on the grounds of race, colour, national or ethnic or social origin, race, disability, gender, sexual orientation, gender reassignment, marriage & civil partnership, pregnancy & maternity, age, religion/ belief or political/ other personal beliefs.

**PROMOTING BRITISH VALUES**

SELCAT follows the government's guidance on promoting British values in schools to ensure young people leave school prepared for life in modern Britain.

SELCAT has a duty to 'actively promote' the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.

Examples of the understanding and knowledge pupils learn across our schools include:
- an understanding of how citizens can influence decision-making through the democratic process
- an understanding that the freedom to hold other faiths and beliefs is protected in law
- an acceptance that people having different faiths or beliefs to oneself (or having none) should be accepted and tolerated, and should not be the cause of prejudicial or discriminatory behaviour
- an understanding of the importance of identifying and combatting discrimination

Examples of actions we take to promote British values are to:
- include in suitable parts of the curriculum - as appropriate for the age of pupils - material on the strengths, advantages and disadvantages of democracy, and how democracy and the law works in Britain, compared with other forms of government in other countries
- ensure all pupils within our schools have a voice that is listened to, and demonstrate how democracy works by actively promoting democratic processes
- use opportunities such as general or local elections to hold mock elections to promote fundamental British values and provide pupils with the opportunity to learn how to argue and defend points of view
- use extra-curricular activities, including any run directly by pupils, in promoting fundamental British values

SELCAT promotes the spiritual, moral, social and cultural (SMSC) development of pupils in its schools. Through ensuring pupils' SMSC development, we also demonstrate active promotion of fundamental British values.

Establishing strong school ethos supported by effective relationships throughout our schools, and providing relevant activities beyond the classroom are all ways we ensure pupils' SMSC development.

Pupils are encouraged to regard people of all faiths, races and cultures with respect and tolerance. Pupils understand that while different people may hold different views about what is 'right' and 'wrong', all people living in England are subject to its law.

SELCAT's ethos and teaching supports the rule of English civil and criminal law and our schools do not teach anything that undermines it. When we teach about religious law, particular care is taken to explore the relationship between state and religious law. Pupils are made aware of the difference between the law of the land and religious law.

**British Values Policy**

**Statement of Intent**

This policy sets out the framework in which SELCAT will ensure that it actively promotes the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs in its schools.

These values are officially taught through the Religious Education (RE) and wider curriculum and are further nurtured through our school's ethos and promotion of spiritual, moral, social and cultural (SMSC) understanding.

**Roles and Responsibilities**

SELCAT understands the importance of promoting British Values through a comprehensive and unprejudiced curriculum.

The Headteacher of each school will ensure that all teachers and staff are aware of the requirement to uphold British values through the methods outlined in this policy, and will ensure that the appropriate procedures are in place to carry out these methods.

Teachers and support staff will ensure that their lessons are inclusive of, and sensitive to, the fundamental British values.

Pupils are expected to treat each other and staff with respect, in line with our schools' Behaviour Policies.

**Democracy**

Pupils are actively taught about aspects of democracy in a range of subjects.

**The Rule of Law**

SELCAT has a high regard for the laws that govern and protect us, the responsibilities that this involves and the consequences when laws are broken.

Our pupils are taught these values and the reasons behind laws, whether they govern the class, the school or the country, that are essential for their well-being and safety. Pupils are allowed healthy debate in class on the matter to encourage recognition of the importance of the law.

**Individual Liberty**

In our schools we foster a safe and supportive environment where pupils are actively encouraged to make choices. Whether it is choosing a challenging task or an extra-curricular club, pupils have the freedom to base their choices on their interests.

Pupils are taught about their rights and personal freedoms and are encouraged and advised on how to exercise these safely, for instance through assemblies, our teaching on e-safety and PSHE.

**Mutual Respect**

Respect forms a core pillar of our schools' ethos. Pupils are treated with respect and learn to treat each other and staff with respect

This is reinforced through our Behaviour Policies, and in assemblies. Respectful behaviour is modelled by staff.

**Tolerance of Those of Different Faiths and Beliefs**

Our Trust and our schools acknowledge that tolerance is achieved through pupils' knowledge and understanding of their place in a culturally diverse society and the opportunity for pupils to experience such diversity.

Throughout the year, assemblies are held with an anti-bullying focus, with reference to prejudice based bullying, and discussion is encouraged within PSHE and form time when relevant.

Tolerance of those of different faiths and beliefs is supported by the RE and PSHE curriculum.

**Britishness**

Ideas about being British are actively taught. Topics covered in a range of subjects allow students to consider and contrast other forms of government, for example, in Humanities subjects.

**Staff Training**

Across SELCAT staff are made aware of their responsibilities in terms of British values through the professional development induction training programme and Teacher Standards.