ANTI-RADICALISATION POLICY

Version:	1.8
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Approval body:	Quality, Standards & Safeguarding Committee
Date this version approved:	3rd October 2025
Due for review:	Autumn 2026

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 is written with reference to Understanding and identifying radicalisation risk in your education setting (DfE) and the Prevent Duty guidance, and 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

Extremism is defined as vocal or active opposition to the fundamental British values of:

- democracy
- the rule of law
- individual liberty
- mutual respect
- tolerance of people with different faiths and beliefs

Extremism also includes calls for the death of members of the armed forces, whether in this country or overseas. Some groups and organisations that promote extremist ideologies are not proscribed terrorist groups or organisations.

These groups support divisive or hateful narratives towards others but may not promote extreme violence. For example, they may hold views that support the distrust or hatred of people with different faiths or undermine the principles of democracy.

The counter-terrorism (CONTEST) strategy notes that *"the terrorist threat in the UK today is dominated by individuals or small groups acting outside of organised terrorist networks"* and that there is now *"a wider spread of narratives and beliefs that may be used to motivate and support terrorist violence. These include radicalising influences which operate below the threshold of terrorism but seek to encourage others to cross this threshold while fragmenting and dividing communities."* Extremist views may be attached to a distinct political or religious ideology (for example, far right groups or Islamist extremism), or they may form part of a mixed, unclear or unstable ideology that supports extreme violence (for example, extreme misogynistic views associated with 'incel' online culture or conspiracy theories that encourage violent acts against identified groups). 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 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.

Terrorism is defined as an action (or threat of action) that:

- Endangers a person's life, other than that of the person committing the action
- Involves serious violence against a person
- Causes serious damage to property
- Creates a serious risk to the public's health and safety
- Interferes with or seriously disrupts an electronic system

The action or threat must be designed to influence the government, or an international governmental organisation or to intimidate the public, for the purpose of advancing a political, religious, racial or ideological cause.

RISKS AND INDICATORS

Push and pull factors can make a child, young person or adult learner at risk of radicalisation into extremism or supporting terrorism. Often there are several risk factors present that, seen together, can cause concern.

Push factors may include a child, young person or adult learner feeling:

- isolated
- they do not belong
- they have no purpose
- low self-esteem
- their aspirations are unmet
- anger or frustration

- a sense of injustice
- confused about life or the world
- real or perceived personal grievances

Pull factors could include an extremist or terrorist group, organisation or individual:

- offering a sense of community and a support network
- promising fulfilment or excitement
- making the child, young person or adult learner feel special and part of a wider mission
- offering a narrow, manipulated version of an identity that often supports stereotypical gender norms
- offering inaccurate answers or falsehoods to grievances
- encouraging conspiracy theories
- promoting an 'us vs. them' mentality
- blaming specific communities for grievances
- encouraging the use of hatred and violent actions to get justice
- encouraging ideas of supremacy

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.

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, young people and vulnerable adults with SEND may be more vulnerable to radicalisation into extremism or supporting terrorism.

To that end, we are committed to safeguarding pupils, students and apprentices 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, how

radicalisation happens 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, apprentices, 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, apprentices or staff.

PROCEDURES FOR 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.

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.

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

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 provision's safeguarding reporting system as a safeguarding concern. Incidents will be marked in Red to identify them as potential radicalism or extremism.

Staff wishing to report a concern relating to radicalisation should speak with their provision's Designated Safeguarding Lead (DSL) in the first instance. A factual written report (signed and dated) of the observation or disclosure that has raised the concern must be passed to the DSL or, in their absence, another member of the Safeguarding Team as soon as possible after the concern has been raised. Staff must also remember that if there is a risk of serious immediate harm a referral can and should be made to social care immediately, and that anybody can make a referral. If the pupil or student's situation does not appear to be improving, the staff member with concerns should press for re-consideration.

The Principal must be informed of all allegations or suspicions of abuse, including concerns around extremism and radicalisation. This will be done by the DSL.

DSLs, Principals and senior leaders 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. External agencies such as the local Prevent advisor will then decide whether the matter requires a Channel referral or is a police matter.

Where concerns do not meet the threshold for external referral, the school or College will work with pupils/students and families as necessary in order to provide targeted support: for example, focused curriculum or therapeutic provision for pupils/students to support them to develop their understanding around the identified area of concern, or working with families and/or community groups to build holistic support around the pupil/student. Please refer to individual Safeguarding & Wellbeing Offers for further details.

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 help from trusted adults, including from external sources such as the UK Safer Internet Centre or Childline, 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 and other student voice opportunities/mechanisms, as well as Spiritual, Moral, Social and Cultural Values which are embedded across the curriculum.

Pupils and students have a staff team allocated to them with whom they can communicate at any time. Furthermore, each school and College centre has a pupil/student Worries and Concerns procedure which details how additional support can be acquired.

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.

RELATED POLICIES AND PROCEDURES

Anti-Bullying Policy
Behaviour Policy
Child Protection, Adult Protection and Safeguarding Policy
Community Use Policy
Equality, Diversity & Inclusion Policy
Online Safety Policy
Relationships and Sex Education Policy
Staff Code of Conduct
Visiting Speaker Policy

FURTHER INFORMATION, ADVICE AND GUIDANCE

Keeping children safe in education (DfE)
https://www.gov.uk/government/publications/keeping-children-safe-in-education--2

Protecting children from radicalisation: the Prevent duty (DfE)
https://www.gov.uk/government/publications/protecting-children-from-radicalisation-the-prevent-duty

Understanding and identifying radicalisation risk in your education setting (DfE)
https://www.gov.uk/government/publications/the-prevent-duty-safeguarding-learners-vulnerable-to-radicalisation/understanding-and-identifying-radicalisation-risk-in-your-education-setting

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

Educate Against Hate (DfE/Home Office)
https://educateagainsthate.com/