Bradford Diocesan Academies Trust



BDAT PREVENT POLICY

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Bradford Diocesan Academies Trust

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1. Trust Policy Statement

Bradford Diocesan Academies Trust (BDAT) considers the safeguarding of pupils in all our schools as the highest priority in our organisation. The Trust is committed to ensuring that everyone working in our schools understands their safeguarding responsibilities. This includes ensuring that pupils, staff and parents/carers understand the absolute importance of preventing people from being drawn into terrorism. The Trust recognises that safeguarding against extremism and radicalisation is no different from safeguarding against any other issue.

This Trust-wide policy applies to all staff, including the Board of Trustees, Governors, Central Staff, volunteers and sessional workers, agency staff, students or anyone working for and on behalf of Bradford Diocesan Academies Trust.

As part of our focus on diversity and inclusion, BDAT pledges that our policies will seek to promote equality, fairness, and respect for all staff and pupils. Our policies reflect the BDAT values of inclusion, compassion, aspiration, resilience, and excellence. By working closely with a range of stakeholders, such as our school, union, and HR colleagues, we have ensured that BDAT's policies do not unlawfully discriminate against anybody.

For the purpose of this policy, the term Trust refers to BDAT. The term school and the term academy are interchangeable. The term pupil and the term student are interchangeable.

2. Background

This 'Prevent Policy' is part of our commitment to keeping children safe. In a landscape where recent and ongoing global events have led to a growth of extremist viewpoints, the Trust recognises that its duty to promote community cohesion within our schools is more vital than ever.

In accordance with the Counter Terrorism and Security Act (2015) and the Government's Prevent Strategy, the Trust and all our schools have a responsibility which means we must work to prevent children being drawn into terrorism. We have an important part to play in both educating children and young people about extremism and recognising when pupils start to become radicalised.

It is recognised that there have been instances in the UK in which extremist groups have attempted to radicalise children, both in person and online, to hold extreme views including those that justify political, religious, sexist, transphobic, homophobic or racist violence, or steer them into a rigid and narrow ideology that is intolerant of diversity.

Safeguarding children from all risks of harm is an important part of every school's work and protecting them from extremism and radicalisation is one aspect of that.

3. Aims of the Policy

This Prevent Policy aims to achieve the following key objectives:

- To work in conjunction with other relevant polices to ensure that all pupils are safe and our schools are environments that are free from bullying, harassment and discrimination.
- To provide support for pupils who may be at risk of radicalisation by signposting to appropriate sources of advice and guidance.
- To ensure that all stakeholders are aware of their roles and responsibilities in preventing extremism and radicalisation.
- To promote and reinforce the Trust and British Values which support pupils to develop their own self-awareness, knowledge and encourage them to use their voice confidently in safe and open debate.
- To promote social cohesion by supporting inter-faith and inter-cultural dialogue that develops cultural capital, understanding and prepares pupils to play a full and active role in wider society.

4. Ethos

The Trust aims to ensure that through our vision, values, rules, diverse curriculum and teaching we promote tolerance and respect for all cultures, faiths and lifestyles.

All staff in the Trust and across our schools 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.

Throughout the Trust, we value freedom of speech and the expression of beliefs as fundamental rights that underpin our society's values. We want to develop our pupils to be confident in articulating their views and opinions about the world and provide safe spaces for them to explore these beliefs with others who may disagree.

Free speech, however, comes with responsibility and that which manipulates the susceptible or leads to violence and harm against others will not be tolerated, as it goes against the moral principles on which free speech is valued. We have a duty to prepare our pupils for life in modern Britain and to provide an educational environment in which they feel safe.

The Trustees also ensure 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 pupils' welfare.

5. Definitions

Extremism is defined in the Counter Extremism Strategy 2015 as '*vocal or active opposition to fundamental values, including democracy, the rule of law, individual liberty and the mutual respect and tolerance of different faiths and beliefs. We also regard calls for the death of members of our armed forces as extremist*'.

This definition was updated by the government in March 2024 to provide a stricter characterisation that government can use to make sure that extremist organisations and individuals are not being legitimised or given a platform through their interactions with government. It reads:

Extremism is the promotion or advancement of an ideology based on violence, hatred or intolerance, that aims to:

1. *negate or destroy the fundamental rights and freedoms of others; or*
2. *undermine, overturn or replace the UK's system of liberal parliamentary democracy and democratic rights; or*
3. *intentionally create a permissive environment for others to achieve the results in (1) or (2).*

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

Terrorism is defined in the Terrorism Act 2000 as:

The use or threat of serious violence against a person or serious damage to property where that action is:

- *designed to influence the government or an international governmental organisation or to intimidate the public or a section of the public; and*
- *for the purpose of advancing a political, religious, racial or ideological cause*.

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

Terrorist Ideology is a set of beliefs, principles, and objectives to which an individual or group purports to adhere and attempts to instil in others to radicalise them towards becoming terrorists or supporting terrorism. There are several concepts or 'tools' that often feature in terrorist and extremist ideologies, including: narrative, propaganda, grievances, and conspiracy theory.

Online radicalisation describes situations where the internet is believed to have played a role in a person's radicalisation pathway. The internet can play two broad roles in radicalisation which offer mechanisms often unavailable to people offline. These are exposure to extremist and terrorist content, and socialisation within 'likeminded' networks. Often this is facilitated by highly permissive environments online.

Permissive environments may be characterised as being tolerant of behaviour or practices strongly disapproved of by others, such as an environment where radicalising ideologies are permitted to

flourish. Radicalisers create and take advantage of permissive environments to promote or condone violence and to spread harmful ideologies that undermine our values and society. Permissive environments can exist both online and offline.

Susceptibility is complex and unique to a person's circumstances. It refers to the fact that a person may be likely or liable to be influenced or harmed by terrorist and extremist ideologies that support or radicalise people into terrorism. A person's susceptibility may be linked to a vulnerability, but not all people susceptible to radicalisation will be vulnerable. There may be other circumstances, needs or other underlying factors that may make a person susceptible to radicalisation but do not constitute a vulnerability.

6. Roles and Responsibilities

6.1 Role of the Trust Board

It is the role of the Trust Board to ensure that the Trust meets its statutory duties regarding the Government's Prevent strategy.

There is a nominated Safeguarding Trustee who will liaise with the Head of Safeguarding about the Trust's safeguarding strategy, including Prevent.

6.2 Role of Local Governing Bodies

It is the role of the Local Governing Body at each of our schools to ensure that it meets its statutory duties regarding the Government's Prevent strategy.

Each governing body has a nominated Safeguarding Governor who will liaise with the Headteacher and Designated Safeguarding Lead about the school's safeguarding arrangements, including those in relation to Prevent.

6.3 Role of the Headteacher

It is the role of the Headteacher in each of our schools to:

- Ensure that the school and its staff respond to preventing radicalisation and extremism on a day-to-day basis by following safeguarding policy and procedures.
- Ensure that the school's curriculum addresses the issues involved in radicalisation and extremism, including online safety.
- Ensure that staff conduct is consistent with preventing radicalisation and extremism.

6.4 Role of Designated Safeguarding Lead

It is the role of the Designated Safeguarding Lead to:

- Ensure that staff understand the issues of radicalisation and extremism, can recognise the signs of susceptibility to radicalisation and extremism, and know how to refer their concerns in line with safeguarding procedures.

- Receive safeguarding concerns about children and young people who may be susceptible to the risks of radicalisation and extremism, or are showing signs of radicalisation or extremism, and intervene as appropriate in line with safeguarding procedures.
- Make referrals to appropriate agencies regarding concerns about radicalisation and extremism.
- Represent the school in any multi-agency processes (such as the Channel Panel) that are implemented to safeguard any pupils who are at risk of being drawn into terrorist activity.
- Liaise with partners, including the Trust, Children's Social Care and the Police.
- Report to the governing body on these matters.
- Complete a Prevent risk assessment for the school detailing national and local risks as well as how the school mitigates against these.

6.5 Role of Staff

It is the role of all staff to understand the issues of radicalisation and extremism, recognise the signs and indicators of radicalisation and extremism, identify pupils who may be susceptible to radicalisation and extremism, and to refer any concerns onto the Designated Safeguarding Lead in line with the safeguarding policy.

7. Staff Training

Staff will be given training to help them understand the issues of radicalisation, extremism and their responsibilities under the Prevent strategy. This training will help to ensure that all staff are able to recognise the signs of susceptibility to radicalisation and know how to refer their concerns in line with safeguarding procedures.

Radicalisation and extremism will be covered in mandatory basic awareness safeguarding training on an annual basis, and our schools are expected to ensure that their staff have specific Prevent training on at least a biennial basis.

This training is also part of induction for all new staff employed by the Trust.

8. Curriculum

The Trust values, in combination with each school's own values, support the development of the whole child as a reflective learner within a calm, caring, happy and purposeful atmosphere. This values-based education is vital to help pupils build resilience to harmful extremist ideologies.

The Trust is committed to ensuring that our students are offered a broad and balanced curriculum that aims to prepare them for life in modern Britain. This will be achieved by:

- Embedding equality, diversity, inclusion, wellbeing and community cohesion throughout the curriculum.

- Promoting the development of wider skills such as the social and emotional aspects of learning.
- Ensuring the curriculum recognises local needs, challenges extremist narratives and promotes universal rights.
- Using teaching and learning strategies that allow pupils to explore controversial issues in ways that promote critical analysis in a calm, safe and respectful manner.
- Engaging with external partners and experts who can support pupil learning in a way that matches the Trust and school's values.
- Providing an enrichment and student entitlement offer that fosters a sense of belonging and engagement for all pupils, thereby reducing their susceptibility to radicalisation.
- Encouraging active citizenship and providing opportunities for pupils to contribute positively to their community.

9. Online Safety

The internet provides children and young people with access to a wide range of content, some of which is harmful. Extremists can use the internet, including social media, to share their messages and radicalise children. The rapid development of generative artificial intelligence makes it increasingly easy for such people to promote misinformation, disinformation (including fake news) and conspiracy theories, all of which can increase risk of radicalisation.

The Trust ensures that all our schools have appropriate filtering and monitoring systems in place that are configured to block inappropriate content, including that which is extremist. Automatic alerts are in place to notify Designated Safeguarding Leads where there are concerns that pupils are attempting to access inappropriate content. Further details can be found in the BDAT Safeguarding and Child Protection Policy.

Where staff, students or visitors find unblocked extremist content they must report it to the Designated Safeguarding Lead immediately or as soon as possible after the discovery is made so that IT staff are able to block the harmful material.

We are aware that children and young people may have access to unfiltered internet when using their mobile phones or other devices outside of school, especially as they get older, so our schools will deliver an online safety curriculum that teaches them the principles of keeping themselves online at an age-appropriate level as they move through their school career. Further details can be found in school level Online Safety Policies.

10. Signs and Indicators of Susceptibility to Extremism or Radicalisation

There are no known definitive indicators that a young person is susceptible to radicalisation, but there are several signs that together increase the risk. Signs of susceptibility include but are not limited to:

- 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/religious beliefs/politics
- confused identity
- low self-esteem
- victim or witness to race or hate crimes
- rejection by peers, family, social groups or faith

Early indicators of radicalisation or extremism may include but are not limited to:

- 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 in the same way as illegal organisations or other extremist groups
- out of character changes in dress, behaviour and peer relationships (although we are mindful that there are also very powerful narratives, programmes and networks that young people can come across online so involvement with particular 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 or known signs/symbols
- attempts to impose extremist views or practices on others
- advocating violence towards others

11. Responding to Concerns and the Referral Process

All concerns about children and young people who show signs or indicators of susceptibility to extremism or radicalisation must be passed to the Designated Safeguarding Lead using the usual methods for reporting other safeguarding concerns (Child Protection Online Monitoring System).

When there are significant concerns about a student the Designated Safeguarding Lead, in liaison with the Headteacher, will make a referral to the appropriate bodies such as the Police and Children's Social Care, seeking advice and guidance from the Bradford Local Authority Prevent Team as necessary.

12. Visitors

Staff must not invite visiting speakers into school without first obtaining permission from their Headteacher/Principal.

Where schools do proceed with inviting a visiting speaker into school, due diligence must be undertaken on the content of their input to ensure that it is in line with Trust and school values. Visitors to our schools are made aware of safeguarding procedures on arrival and are given information about what to do if they are concerned about any aspect of child welfare.

Speakers will be always supervised and will not be allowed to speak to pupils without a member of staff being present.

Each of our schools are vigilant to the possibility that out-of-hours hire of the premises may be requested by people wishing to run an extremist event. We do not accept bookings from individuals or organisations that are extremist in their views.

13. Links with Guidance and Other Policies

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
- Prevent Duty Guidance (2023)
- Channel Duty Guidance (2021)
- CONTEST: The UK's Strategy for Countering Terrorism (2023)
- Working Together to Safeguard Children
- The Equality Act (2010)
- The European Convention on Human Rights (ECHR)
- Bradford District Prevent Action Plan 2024-2026

This Prevent Policy should also be read in conjunction with the following Trust and school level policies:

- Acceptable Use of IT Policy
- Anti-Bullying Policy
- MAT Behaviour Statement and Principles
- School Level Behaviour Policy (see individual school websites)
- Safeguarding and Child Protection Policy
- Equality Statement and Objectives
- Lettings Policy (see individual school websites)
- Personal, Social and Health Education Policy (see individual school websites)
- Relationships and Sex Education Policy (see individual school websites)
- Social Media Policy
- Whistleblowing Policy

The following documents are provided by Bradford Local Authority:

- Notice, Check, Share – Guidance to Support Professionals with Prevent Referrals
- Prevent Referral Form

14. Monitoring and Review

The implementation of this policy will be monitored by the Local Governing Body of each school within the Trust at least annually by receiving a report from the Designated Safeguarding Lead.

This is not a statutory policy and will be reviewed at an appropriate time not later than two years after ratification by the Trust Board.

Appendix One: Useful Contacts

Children's Social Care
Integrated Front Door: 01274 433999 (Monday to Friday – 8.30 to 17.00)
Emergency Duty Team: 01274 431010 (all other times)
Website: https://www.bradfordcft.org.uk/

Education Safeguarding
General Enquiries Telephone: 01274 437043
Email: EdSafeTeam@bradford.gov.uk
Website: https://bso.bradford.gov.uk/content/education-safeguarding-team

Prevent
Prevent Co-ordinator - Danielle King
Mobile: 07870991647
Email: Danielle.king@bradford.gov.uk

Prevent Education Officer – Assia Hussain
Mobile: 07816351420
Email: assia.hussain@bradford.gov.uk

Website : Bradford Prevent
Referral Form: Prevent Referral Form

West Yorkshire Police
Emergency Telephone: 999
Non-Emergency Telephone: 101
Website: www.westyorkshire.police.uk/report-it

Report online material promoting terrorism or extremism - GOV.UK (www.gov.uk)
Educate Against Hate - Prevent Radicalisation & Extremism

Appendix Two: Summary of Policy Changes

The below table provides a summary of changes to this policy over time:

September 2024	
Page	**Summary of Change**
Throughout	Updated all references to KCSIE 2023 to KCSIE 2024
12	Added in Appendix Two: Summary of Policy Changes
September 2025	
Page	**Summary of Change**
4	Removed requirement for schools to be working towards the Diversity Mark accreditation due to BDAT no longer working with that organisation.
7	Added recognition that the rapid development of generative artificial intelligence increases the risk of radicalisation through dissemination of misinformation, disinformation and conspiracy theories.
Throughout	Checked all hyperlinks are working and updated any where newer guidance is now in place
September 2026	
Page	**Summary of Change**
5	Expanded the terminology defined within the policy using the Home Office's glossary of terms
8	Added in reference to an enrichment and student entitlement offer that fosters a sense of belonging and engagement, thereby reducing susceptibility to radicalisation.
Throughout	Checked all hyperlinks are working and updated those where newer guidance is now in place