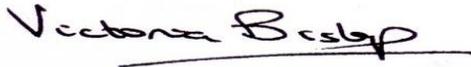


<b>Title</b>	<b>Preventing Extremism and Radicalisation Safeguarding Policy</b>
<b>Produced</b>	<b>September 2015</b>
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<b>Associated Policies</b>	<b>Child Protection Policy</b> <b>Visitors policy</b> <b>Safeguarding Policy</b> <b>SMSC Policy</b> <b>Bullying and cyberbullying</b> <b>Internet safety</b> <b>Visitors</b> <b>Recruitment Policy &amp; Procedures</b> <b>Equality, Cohesion and Extremism policy</b>
<b>Originator</b>	<b>Mrs Victoria Bishop</b>
<b>Approved</b>	

## Contents

1. Introduction .....	3
1.1 Definitions .....	3
2. The Prevent Duty .....	5
3. Trust Ethos and Practice .....	5
4. Recognising the indicators of vulnerability to radicalisation .....	7
5. The Curriculum and Teaching Approaches .....	8
6. Use of External Agencies and Speakers .....	9
7. Whistle Blowing .....	10
8. Procedures for staff .....	10
9. Training .....	11
10. Recruitment .....	11
11. Role of the Board of Directors and Academy Committees .....	11
12. Policy Adoption, Monitoring and Review .....	12
13. Further Reading .....	12
14. Appendix 1. ....	13

## Preventing Extremism and Radicalisation Safeguarding Policy

### 1. Introduction

Hatton Academies Trust is committed to providing a secure environment for pupils, where children feel safe and are kept safe. All adults in the trust recognise that safeguarding is everyone's responsibility irrespective of the role they undertake or whether their role has direct contact or responsibility for children or not.

Hatton Academies Trust will promote the British values of democracy, the rule of law, individual liberty, mutual respect and tolerance for those with different faiths and beliefs. We will teach and encourage pupils to respect one another and to respect and tolerate difference, especially those of a different faith or no faith. It is indeed our most fundamental responsibility to keep our pupils safe and prepare them for life modern multi-cultural Britain and globally.

In adhering to this policy, and the procedures therein, staff and visitors will contribute to Hatton Academies Trust's delivery of the outcomes to all children, as set out in s10 (2) of the Children's Act 2004. As a Unicef Rights Respecting School, when reviewing its policies and practices the Academy is mindful of the United Nations Convention on the Rights of the Child.

This Preventing Extremism and Radicalisation Safeguarding Policy also draws upon the guidance contained in "The Prevent Duty" June 2015; the local Child Protection Procedures and DfE Guidance "Keeping Children Safe in Education, July 2015"; and specifically DCSF Resources "Learning Together to be Safe", "Prevent: Resources Guide", "Tackling Extremism in the UK", DfE's "Tackling Approaches that help Build Resilience to Extremism among Young People" and Peter Clarke's Birmingham Report of July 2014.

### 1.1 Definitions

**Extremism** is more than simply stubbornness in one's views or general intolerance of others. It involves holding views which are considered by equals, peers and society as being beyond collective norms and at odds with core beliefs of the whole. Extremism can relate to a number of different subjects from gender relations to politics, and does not necessarily result in violence. In a national context in the UK, extremist views may include those which are directly opposed to values such as democracy, mutual tolerance, individual liberty and the rule of law.

**Violent extremism** is related to terrorism, which is 'at the extreme end of an extreme position, using fear and violence to achieve political ends. It describes the attitudes, beliefs and actions that condone violence as a means of political end. This includes views that:

- Foment, justify or glorify terrorist violence in furtherance of particular beliefs
- Seek to provoke others to terrorist acts
- Foment other serious criminal activity or seek to provoke others to serious criminal acts
- Foster hatred intended to cause violence between communities in the UK.

**Radicalisation** is the process by which people adopt an extreme position in terms of politics and religion; a violent extremist ideology; or move to violent action in support of their beliefs.

The radicalisation process does not follow a single process or pathway and there are no specific stages or steps involved. Radicalisation is often a social process involving interaction with others, however, there are reported cases of individuals self-radicalising. The rate at which a person becomes radicalised can vary greatly. People may become radicalised rapidly, while for others it is a more gradual process. Some may start to become radicalised only to 'stop' at a certain point or continue to become radicalised later. Radicalisation doesn't necessarily result in violence being committed or even supported.

**Resilience** is, broadly, 'the ability to 'bounce back' from adversity. It is used by educationalists and mental health professionals (among others) to describe a process in which people can *overcome* or *resist* negative influences that block (for instance) emotional well-being and / or achievement.

**Community** has a number of dimensions:

- a. The *academy community* – the young people it serves, their parents, carers and families, the academy's staff, Directors, Academy Representatives, and community users of the academy's facilities and services
- b. The *local community within which the academy is located* – the academy in its geographical community and the people who live or work in that area
- c. The *national or UK community* – all schools and academies are by definition part of this community
- d. The *wider or global community* – formed by European Union and international links

**Prevent** is one of the four components that make up the Home Office counter-terrorism strategy. Its aim is to 'stop people from becoming terrorists or supporting violent extremism' through:

- Challenging violent extremist ideology
  - Disrupting those who promote violent extremism
  - Supporting vulnerable individuals
  - Increasing the resilience of communities to violent extremism – Addressing the grievances that ideologues are exploiting.
- 
- **Community cohesion** refers to 'working towards a society in which there is a common vision and sense of belonging by all communities; a society in which the diversity of people's backgrounds and circumstances is appreciated and valued; a society in which similar life opportunities are available to all; and a society in which strong positive relationships exist and continue to be developed in the workplace, in schools and in the wider community'.

- **Integration** is ‘principally the process that ensures new residents and existing residents adapt to one another’.

## 2. The Prevent Duty

The Trust and all trust academies have a duty to “have due regard to the need to prevent people from being drawn into terrorism. Trust academies will be expected to demonstrate the following activities:

- Assessing the risk of pupils being drawn into terrorism, and having robust safeguarding policies in place to identify pupils at risk and refer them to the relevant authorities
- Setting out protocols for ensuring that visiting speakers are suitable and appropriately supervised
- Working in partnership with other local bodies and following local authority inter-agency procedures
- Ensuring staff are trained to identify pupils at risk of being drawn into terrorism, challenge extremist ideas, and refer children to appropriate authorities where necessary
- Ensure that the academy has internet filters in place to block terrorist and extremist material.

Ensuring these aspects as a minimum will form the core of the trust evaluation of our policies and procedures.

## 3. Trust Ethos and Practice

When operating this policy Hatton Academies Trust uses the following accepted Governmental definition of extremism which 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; and/or calls for the death of members of our armed forces, whether in this country or overseas’.

There is no place for extremist views of any kind in our Trust, whether from internal sources – pupils, staff or Directors and Academy Representatives, or external sources – school community, external agencies or individuals. Our pupils see our academies as safe places where they can explore controversial issues safely and where our teachers encourage and facilitate this – we have duty to ensure this happens.

As a Trust we recognise that extremism and exposure to extremist materials and influences can lead to poor outcomes for children and so should be addressed as a safeguarding concern as set out in this policy. We also recognise that if we fail to challenge all extremist views we are failing to protect our pupils.

Extremists of all persuasions aim to develop destructive relationships between different communities by promoting division, fear and mistrust of others based on ignorance or prejudice and thereby limiting the life chances of young people. Education is a powerful weapon against this; equipping young people with the knowledge, skills and critical thinking, to challenge and debate in an informed way.

Therefore, in all Trust academies we will provide a broad and balanced curriculum, delivered by skilled professionals, so that our pupils are enriched, understand and become tolerant of difference and diversity and also to ensure that they thrive, feel valued and not marginalised.

Furthermore, we are aware that young people can be exposed to extremist influences or prejudiced views from an early age which emanate from a variety of sources and media, including via the internet, and at times pupils may themselves reflect or display views that may be discriminatory, prejudiced or extremist, including using derogatory language.

Any prejudice, discrimination or extremist views, including derogatory language, displayed by pupils or staff will always be challenged and where appropriate dealt with in line with each academy's Behaviour Policies for pupils and the Hatton Academies Trust Code of Conduct for staff. Where misconduct by a teacher is proven using the Trust Staff Disciplinary Policy and Procedures, the matter will be referred to the National College for Teaching and Leadership for their consideration as to whether to a Prohibition Order is warranted.

As part of wider safeguarding responsibilities Trust staff will be alert to:

- Disclosures by pupils of their exposure to the extremist actions, views or materials of others outside of school, such as in their homes or community groups, especially where pupils have not actively sought these out.
- Graffiti symbols, writing or art work promoting extremist messages or images.
- Pupils accessing extremist material online, including through social networking sites.
- Parental schools, local authority services, and police reports of issues affecting pupils in other schools or settings.
- Pupils voicing opinions drawn from extremist ideologies and narratives.
- Use of extremist or 'hate' terms to exclude others or incite violence.
- Intolerance of difference, whether secular or religious or, in line with our equalities policy, views based on, but not exclusive to, gender, disability, homophobia, race, colour or culture.
- Attempts to impose extremist views or practices on others.
- Anti-Western or Anti-British views.

Our Trust academies will closely follow any locally agreed procedure as set out by the Local Authority and/or Local Safeguarding Children Board's agreed processes and criteria for safeguarding individuals vulnerable to extremism and radicalisation.

## 4. Recognising the indicators of vulnerability to radicalisation

There is no such thing as a “typical extremist”: those who become involved in extremist actions come from a range of back grounds and experiences, and most individuals, even those who hold radical views, do not become involved in extremist activity.

Pupils may become susceptible to radicalisation through a range of social, personal and environmental factors – it is known that extremists exploit vulnerabilities in individuals to drive a wedge between them and their families and communities. It is vital that Trust 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; they may be searching for answers to questions about identity, faith and belonging;
- 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 Education 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.
- More critical risk factors could include;
  - Being in contact with extremist recruiters;
  - Accessing extremist websites, especially those with a social networking element;
  - Possessing or accessing 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; and
  - Significant changes to appearance and/or behaviour;
  - Experiencing a high level of social isolation resulting in issues of identity crisis and/or personal crisis.

Any prejudice, discrimination or extremist views, including derogatory language, displayed by pupils or staff will always be challenged and where appropriate dealt with in line with the

academy's Behaviour Policy for pupils and the Hatton Academies Trust Code of Conduct for staff.

We will ensure that all of our staff are equipped to recognise extremism and are skilled and confident enough to challenge it. All staff will receive WRAP training (Workshop to Raise Awareness of Prevent) and radicalisation and extremism will be an integral part of annual staff safeguarding training.

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 Designated Senior Lead, Principal or CEO. We will help support pupils who may be vulnerable to such influences as part of our wider safeguarding responsibilities and where we believe a pupil is being directly affected by extremist materials or influences we will ensure that that pupil is offered assistance. Additionally in such instances our trust will seek external support from the Local Authority and/or local partnership structures working to prevent extremism.

## **5. The Curriculum and Teaching Approaches**

We will all strive to eradicate the myths and assumptions that can lead to some young people becoming alienated and disempowered, especially where the narrow approaches children may experience elsewhere may make it harder for them to challenge or question these radical influences. In our academies this will be achieved by good teaching, primarily via PSHE; but also by adopting the methods outlined in the Government's guidance 'Teaching approaches that help build resilience to extremism among young people' DfE 2011 and "Advice on promoting fundamental British values in schools".

We will ensure that all of our teaching approaches help our pupils build resilience to extremism and give pupils a positive sense of identity through the development of critical thinking skills. We will ensure that all of our staff are equipped to recognise extremism and are skilled and confident enough to challenge it.

We will be flexible enough to adapt our teaching approaches, as appropriate, so as to address specific issues so as to become even more relevant to the current issues of extremism and radicalisation. In doing so we will apply the 'key ingredients' for success as set out in the Table at Page 15 of that document, see Appendix 1, and we will apply the methodologies set out in that document following the three broad categories of:

- Making a connection with young people through good [teaching] design and a pupil centred approach.
- Facilitating a 'safe space' for dialogue, and
- Equipping our pupils with the appropriate skills, knowledge, understanding and awareness for resilience.

Therefore this approach will be embedded within the ethos of our Trust so that pupils know and understand what safe and acceptable behaviour is in the context of extremism and radicalisation. This will work in conjunction with our Trust's approach to the spiritual, moral,

social and cultural development of pupils and will include the sound use of assemblies to help further promote this rounded development of our pupils.

Our goal is to build mutual respect and understanding and to promote the use of dialogue not violence as a form of conflict resolution. We will achieve this by using a broad and balanced curriculum, for example

- Fully meeting the requirements of preparing our young people for life in modern Britain
- Citizenship and PSHE programmes
- Open discussion and debate
- Work on anti-violence and a restorative approach addressed throughout the curriculum
- Develops critical thinking e.g. critical appraisal of sources, internet resilience, identifying propaganda.
- Focused educational programmes and a curriculum audit to ensure coverage
- Pastoral support
- Work on community cohesion, tolerance and anti-violence.

Teachers should respond assertively to all incidents of disrespectful language and immature attitudes e.g. towards homosexuality, race, religion, gender; both in lessons and in all day to day interaction with pupils.

We will also work with local partners, families and communities in our efforts to ensure our academies understand and embrace our local context and values in challenging extremist views and to assist in the broadening of our pupil's experiences and horizons. We will help support pupils who may be vulnerable to such influences as part of our wider safeguarding responsibilities and where we believe a pupil is being directly affected by extremist materials or influences we will ensure that that pupil is offered mentoring. Additionally in such instances our school will seek external support from the Local Authority and/or local partnership structures working to prevent extremism.

## **6. Use of External Agencies and Speakers**

Hatton Academies Trust encourages the use of external agencies or speakers to enrich the experiences of our pupils, however we will positively vet those external agencies, individuals or speakers who we engage to provide such learning opportunities or experiences for our pupils.

Our academies will assess the suitability and effectiveness of input from external agencies or individuals to ensure that:

- Any messages communicated to pupils are consistent with the ethos of the trust and do not marginalise any communities, groups or individuals
- Any messages do not seek to glorify criminal activity or violent extremism or seek to radicalise pupils through extreme or narrow views of faith, religion or culture or other ideologies

- Activities are properly embedded in the curriculum and clearly mapped to schemes of work to avoid contradictory messages or duplication
- Activities are matched to the needs of pupils
- Activities are carefully evaluated by academies to ensure that they are effective.

We recognise, however, that the ethos of our school is to encourage pupils to understand opposing views and ideologies, appropriate to their age, understanding and abilities, and to be able to actively engage with them in informed debate, and we may use external agencies or speakers to facilitate and support this.

Therefore by delivering a broad and balanced curriculum, augmented by the use of external sources where appropriate, we will strive to ensure our pupils recognise risk and build resilience to manage any such risk themselves where appropriate to their age and ability but also to help pupils develop the critical thinking skills needed to engage in informed debate.

***All visitors to trust academies must be carefully vetted and subject to our usual safeguarding checks. In addition, no visiting speaker will be left alone with pupils and there should always be at least one trust staff member present for any talk or discussion.***

## 7. Whistle Blowing

Where there are concerns of extremism or radicalisation pupils and staff will be encouraged to make use of our internal systems to Whistle Blow or raise any issue in confidence. Please refer to Hatton Academies Trust Whistle Blowing Policy.

## 8. Procedures for staff

Staff *should treat concerns re extremism and radicalisation as a child protection concern* and use the academy procedures and refer the concern to the Designated Senior Lead, Principal or CEO. Please refer to our Child Protection Policy for the full procedural framework on our Child Protection duties. Staff should act in line with the policy Child Protection Procedures.

Staff will be alert to the fact that whilst Extremism and Radicalisation is broadly a safeguarding issue there may be some instances where a child or children may be at direct risk of harm or neglect. For example; this could be due to a child displaying risky behaviours in terms of activities they are involved in or the groups they are associated with, or staff may be aware of information about a child's family that may equally place a child at risk of harm. (These examples are for illustration and are not definitive or exhaustive).

Therefore all adults working at Hatton Academies Trust (including visiting staff, volunteers' contractors, and students on placement) are required to report instances where they believe a child may be at risk of harm or neglect to the Designated Safeguarding Lead (DSP) or Principal.

The DSP will then consider referral as part of the Prevent Strategy. Channel is a key element of the Prevent Strategy and assesses the vulnerability of individuals of being drawn into terrorism. Channel is about early intervention to protect and divert people away from

risk. There is a preliminary assessment by the Channel Police Practitioner and then possible referral to a multi-agency panel.

## 9. Training

In-service training on Safeguarding and Child Protection will be organised for all staff, Directors, and Academy Representatives at least every three years and will comply with the prevailing arrangements agreed by the Local Authority and the Local Safeguarding Children Board and will, in part, include training on extremism and radicalisation and its safeguarding implications.

The Designated Safeguarding Lead will attend local training courses as necessary and the appropriate inter-agency training organised by the NCC Safeguarding Children Board at least every two years, again this will include training on extremism and radicalisation and its safeguarding implications.

Staff are encouraged to undertake the online Channel course at [http://course.ncalt.com/Channel\\_General\\_Awareness/01/index.html](http://course.ncalt.com/Channel_General_Awareness/01/index.html)

## 10. Recruitment

The arrangements for recruiting all staff, permanent and volunteers, to our trust will follow guidance for safer recruitment best practice in educational settings, including, but not limited to, ensuring that DBS checks are always made at the appropriate level, that references are always received and checked and that we complete and maintain a single central record of such vetting checks.

We will apply safer recruitment best practice principles and sound employment practice in general and in doing so will deny opportunities for inappropriate recruitment or advancement. We will be alert to the possibility that persons may seek to gain positions within our academies so as to unduly influence our trust's character and ethos. We are aware that such persons seek to limit the opportunities for our pupils thereby rendering them vulnerable to extremist views and radicalisation as a consequence.

Therefore, by adhering to safer recruitment best practice techniques and by ensuring that there is an ongoing culture of vigilance within our trust and staff team we will minimise the opportunities for extremist views to prevail.

## 11. Role of the Board of Directors and Academy Committees

The Board of Directors and Academy Committees will undertake appropriate training to ensure that they are clear about their role and the parameters of their responsibilities, including their statutory safeguarding duties.

The Board of Directors and Academy Committees will support the ethos and values of our school and will support the school in tackling extremism and radicalisation.

In line with Recommendation 13 of Peter Clarke's Report details of our Board of Directors and Academy Representatives will be published on our trust and academy websites to promote transparency.

In line with the provisions set out in the DfE guidance 'Keeping Children Safe in Education', 2015, the Board of Directors and Academy Committees will challenge the individual academy's senior management team on the delivery of this policy and monitor its effectiveness. This will be led on behalf of the Board of Directors by the CEO of the Trust.

The CEO will review this policy (every two years) and may amend and adopt it outside of this timeframe in accordance with any new legislation or guidance or in response to any quality assurance recommendations pertaining to the delivery of this policy and the overall safeguarding arrangements made.

## **12. Policy Adoption, Monitoring and Review**

This policy was considered and adopted by the Board of Directors in line with their overall duty to safeguard and promote the welfare of children as set out in the DfE guidance 'Keeping Children in Education'.

Parents will be issued with a hard copy of this policy on request. This policy will also be made available to parents via the Trust and each academy websites.

The CEP and Academy Principals will actively evaluate the effectiveness of this policy by monitoring the staff group's understanding and application of the procedures within this policy as their overall duty to safeguard children.

This policy will be monitored through reports to the Trust CEO.

## **13. Further Reading**

"The Prevent Duty: departmental advice for schools and childcare providers" DfE June 2015

"Teaching approaches that help to build resilience to extremism among young people" J Bonnell et al. DfE Research report DFE-RR119 May 2011.

"Prevent, Police and Schools" Association of Chief Police Officers. June 2013.

"Promoting fundamental British values as part of SMSC in schools" DfE November 2014.

14. Appendix 1.

Taken from: "Teaching approaches that help to build resilience to extremism among young people" J Bonnell et al. DfE Research report DFE-RR119 May 2011.

<p><b>PUSH FACTORS</b> – factors that push an individual/ make an individual vulnerable to extremist messages</p> <p>Lack of excitement; frustration</p> <p>Lack of sense of achievement – seen as significant. 'lack of purpose' // Confidence in the future, life goals.</p> <p>Lack of an outlet for views.</p> <p>Gaps in knowledge or understanding of Islam – both young people and their parents</p> <p>Sense of injustice</p> <p>Actual or perceived humiliating experiences. (including bullying, racial discrimination as well as perceived humiliating experiences. Perhaps linked closely to sense of injustice)</p> <p><i>Exclusion – lack of belonging to peer or community networks, associations etc.</i></p> <p><b>Below the line: factors that are out of scope of this study</b></p>	<p><b>KEY INGREDIENTS</b></p> <p><b>Teacher confidence</b> in many cases it will be the use of existing teaching skills and methods which may well be the most effective approach. From prison settings, staff who are more confident in their abilities tend to perform much better even though they have not received specialist training</p> <p><b>Teacher attitudes and behaviours</b></p> <ul style="list-style-type: none"> <li>•Willingness to admit you don't know</li> <li>•Acknowledging controversial issues exist</li> <li>•Awareness that I have a role to play</li> <li>•Willingness to turn to others for help when you don't know about something</li> </ul> <p><b>Specific knowledge:</b></p> <ul style="list-style-type: none"> <li>•Understanding other cultures and religions as well as alternative values and beliefs (whilst being careful to avoid 'othering')</li> <li>•Knowledge of an alternative values framework</li> </ul> <p><b>Teaching practice/pedagogy:</b></p> <ul style="list-style-type: none"> <li>•Boosting critical thinking (seeing through propaganda, singular messages etc)</li> <li>•Helping to see multiple perspectives</li> <li>•Using multiple resources/methods</li> <li>•Embedding or sustaining dialogue following specialist interventions.</li> <li>•Enabling students to tackle difficult issues.</li> <li>•Linking school work to the wider community</li> <li>•Drawing evidence from across the curriculum</li> <li>•Developing in young people a sense of multiple identities. help young people become aware of, and comfortable with, multiple personal identity</li> </ul>	<p><b>PULL FACTORS</b> - Factors that draw young people into extremist messages</p> <p>Charismatic/confident individuals (recruiters).</p> <p>Networks/sense of belonging</p> <p>Broader community views which enable or do not oppose extremism.</p> <p>Persuasive, clear messages. Exploiting knowledge gaps</p>
<p>Disruptive home life.</p> <p>Disaffection with wider societal issues</p> 	<p>Other factors</p> <p>Support from senior leaders</p> <p>Pupil support processes</p> 	<p>Sense of dignity and importance and loyalty</p> <p>Exciting (non-teaching) activities.</p> <p>Sense of purpose in life</p>