

The 3-18 Education Trust

Preventing Extremism and Radicalisation Policy

Every individual is in a great school.

Approved: Spring 2023

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Introduction

This 'Preventing Extremism and Radicalisation Policy' is part of The 3-18 Education Trust's (Trust) commitment to keeping children safe. All staff working 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 pupils or not.

When operating this policy, the Trust uses the following Governmental definitions:

Extremism is the 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'.

Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism leading to terrorism.

Other related policies/procedures within the Trust which may be relevant are:

E safety Policy

Behaviour Policy

Child Protection Policy and Procedures

Health and Safety Policy

Equality Policy

Relationships, Sex and Health Policy

Code of Conduct for Staff Working In The 3-18 Education Trust

Visitors Procedures

Whistle-blowing Policy

Lettings Procedures

The Trust recognises that extremism and exposure to extremist materials and influences can lead to poor outcomes for pupils and so should be addressed as a safeguarding concern as set out in this policy. The Trust also recognises that if it fails to challenge extremist views, the Trust is failing to protect its pupils.

Roles and Responsibilities

Role of the Trust Board and Local Governing Body

It is the role of the Trust Board and Local Governing Body to ensure that the school meets its statutory duties with regard to preventing radicalisation.

Role of the Headteacher

It is the Headteacher's role to:

- ensure that the school and its staff respond to preventing radicalisation on a day-to-day basis.
- ensure that the school's curriculum addresses the issues involved in radicalisation.
- ensure that staff conduct is consistent with preventing radicalisation.
- report to the Local Governing Body on these matters, through discussions with the link governor on safeguarding.

Role of Designated Safeguarding Lead(s)

It is the role of the Designated Safeguarding Lead(s) to:

- ensure that staff understand the issues of radicalisation, are able to recognise the signs of vulnerability of radicalisation and know how to refer their concerns.
- receive safeguarding concerns about children and young people who may be vulnerable to the risk of radicalisation or are showing signs of radicalisation.
- make referrals to appropriate agencies regarding concerns about radicalisation.
- liaise with partners, including the local authority and police.
- offer support and advice to staff.

Role of staff

It is the role of all staff to understand the issues of radicalisation, be able to recognise signs of vulnerability or radicalisation and know to refer concerns to the designated lead promptly.

Procedures Adopted

IT use (read in conjunction with Trust E-Safety Policy)

The Trust will ensure that children are safe from terrorist and extremist material when accessing the internet in school by having secure filters which will block inappropriate content.

Pupils and staff are asked to review the Acceptable Use Policy (AUP) annually to confirm that they understand what is acceptable.

Pupils are educated on the safe use of IT as part of a school's tutor and assembly programme as well as through the taught curriculum. Expectations around responsible use of IT is outlined within the Trust's Behaviour Policy.

The Trust adheres to its E-Safety Policy and ensures staff are briefed on expectations and risks at the point of induction.

Pupils and staff are aware of the procedures in school for reporting any concerns relating to inappropriate content found on the internet.

Staff training

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. Staff training takes place at school level.

Staff are aware of the signs of vulnerability and indicators of radicalisation and extremism. There is no such thing as a "typical extremist". Those who become involved in extremist actions come from a range of backgrounds and experiences, and most individuals, even those who hold radical views, do not become involved in violent extremist activity.

Pupils may become susceptible to radicalisation through a range of social, personal and environmental factors – it is known that violent extremists exploit vulnerabilities in individuals to drive a wedge between them and their families and communities. It is vital that school staff are able to recognise those vulnerabilities.

Indicators of vulnerability include:

- Identity crisis – the pupil distanced from their cultural/religious heritage and experiences discomfort about their place in society.
- Personal crisis – the pupil may be experiencing family tensions; a sense of isolation; and low self-esteem; they may have dissociated from their existing family 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 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 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 educational needs – 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 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.

The National Counter Terrorism Policing Headquarters in conjunction with the College of Policing have developed a general awareness e-learning package for Channel (an online package referenced by the Home Office). Staff at the Trust are aware of this training and that pupils they have concerns about can be referred to it.

Curriculum and teaching approaches

The Trust will promote the values of democracy, the rule of law, individual liberty, mutual respect and tolerance for those with different faiths and beliefs. The Trust 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 the most fundamental responsibility to keep pupils safe and prepare them for life in modern multi-cultural Britain and globally.

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

The Trust will 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 may make it harder for them to challenge or question these radical influences. The Trust

is also keen to dispel the myth that extremism and radicalisation is attached to one faith or religion and should not solely focus on Islam as a range of beliefs which promotes extremism.

The Trust will be flexible to adapt teaching approaches, as appropriate, to address specific issues as to become even more relevant to the current issues of extremism and radicalisation.

The Trust's goal is to build mutual respect and understanding and to promote the use of dialogue not violence as a form of conflict resolution. The Trust will achieve this by using a curriculum that ensure British values are embedded across the whole curriculum and the Trust ethos through spiritual, moral, social and cultural lessons, citizenship and PSHE.

Safeguarding

The Trust is committed to safeguarding and promoting the welfare of all pupils as the safety and protection of pupils is of paramount importance to everyone in the Trust. The Trust works hard to always create a culture of vigilance and it will ensure what is best in the interests of all pupils.

The Trust believes that all pupils have the right to be safe in our society. The Trust recognises that it has a duty to ensure arrangements are in place for safeguarding and promoting the welfare of pupils by creating a positive school atmosphere through teaching and learning, pastoral support and care for both pupils and staff, training for staff and with working with parents. The Trust teach all pupils about safeguarding.

The Trust work hard to ensure that everyone keeps careful watch throughout the school and in everything we do for possible dangers or difficulties. The Trust wants all pupils to feel safe at all times. The Trust wants to hear their views of how it can improve all aspects of safeguarding and from the evidence gained will put into place all necessary improvements.

The Trust will ensure that safeguarding arrangements take into account the policies and procedures of Shropshire Safeguarding Community Partnership.

Working in partnership

The Trust will work in partnership with local partners, families and communities in its efforts to raise awareness of radicalisation and supporting us with implementing the Prevent Duty.

The Trust will engage effectively with parents/families to assist and advise of support mechanisms if concern is raised.

Use of external agencies and speakers

The Trust will encourage the use of external agencies or speakers to enrich the experiences of pupils. The Trust will ensure that any visitor coming into the school has been 'checked' appropriately in accordance with Keeping Children Safe in Education 2022. Such vetting is to ensure that the Trust does not unwittingly use agencies that contradict each other with their messages or that are inconsistent with, or are in complete opposition to, the Trust's values and ethos.

Referral process

If a member of staff has a concern about a particular pupil/s they should follow the school's normal safeguarding procedures, including discussing with the school's Designated Safeguarding Lead as set out in the Child Protection Policy and Procedures.

The designated lead should contact West Mercia Prevent Team (relevant at the time of writing):
 Sgt Calum Forsyth – 07970 047227
 DC Holly Aungiers – 01386 591815

The Prevent Team email is:
prevent@warwickshireandwestmercia.pnn.police.uk

Equality Impact Assessment

Under the Equality Act 2010 The Trust has a duty not to discriminate against people on the basis of their age, disability, gender, gender identity, pregnancy or maternity, race, religion or belief and sexual orientation.

This policy has been equality impact assessed and the Trust believes that it is in line with the Equality Act 2010 as it is fair, it does not prioritise or disadvantage any pupil and it helps to promote equality at the Trust.

Policy Monitoring and Review

Monitoring

The Chief Executive Officer will monitor the outcomes and impact of this policy on an annual basis.

Review

Member of Staff Responsible	Chief Executive Officer
Relevant Guidance/Advice/Legal Reference	Statutory Duties: Counter Terrorism and Security Act (2015) Keeping Children Safe in Education (2022) Prevent Duty Guidance (2015) Working together to Safeguard Children (2018) Non-statutory Guidance: The Prevent Duty: Departmental advice for schools and childcare providers (DfE 2015) Promoting fundamental British values as part of SMSC in schools: Departmental advice for maintained school (DfE 2014) Improving the spiritual, moral, social and cultural (SMSC) development of pupils: supplementary information (DfE 2014)
Policy Adopted By	Trust Board
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Review Period	Annually
Date of Next Review	Spring Term 2024