

Extremism and Radicalisation Policy



Approved:
Review date:
Responsible Officer:

Board of Trustees, 15 October 2019
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Lead Safeguarding Advisor

Vision and Ethos

The vision statement of the Trust demonstrates its Christian ethos and faith foundation.



The Trust believes in the transformational power of education for each individual and that this is enhanced through collaborative working between the academies.

We believe:

- that a Christian ethos underpins and informs all that we do
- that the focus of the Trust is to promote collaboration between schools within a strategic locality in order to secure mutual improvement
- that through managed collaboration between academies there will be increased and improved opportunities for the development of all staff, students/children, parents and community
- in the development of a broad and balanced curriculum that supports young people's personal development and preparation for life
- that the family of academies within the Trust, working together, will secure continuity and progression for all
- that there should be high expectation for all children/students and young people whatever their circumstances or starting point and addressing disadvantage
- that, through its structures and work, the Trust can create and support effective Governance for all members
- that, through the Trust's work across its academies, expertise and capacity will be developed so that they can be supported with their development needs and economies of scale achieved

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Where the word 'Trust' is used in this document it refers to Archway Learning Trust.

Where the word 'Governing Body' is used it refers to the Academy Advisory Board (AAB) of an individual academy within the Trust.

Where appropriate the AABs of individual academies will publish details of the procedures and practices to implement Trust policies.

Related Policies and Procedures

- Safeguarding Policy
- Disaster Recovery Plan
- Health, Safety and Security Policy
- ICT Acceptable Use Policy
- Staff Code of Conduct
- Whistle Blowing Policy

1. Policy Statement

- 1.1. Archway Learning Trust is committed to providing a secure environment for all of our students, staff and stakeholders.
- 1.2. This Extremism and Radicalisation Prevention Policy addresses the threat from extremism and radicalisation in the United Kingdom which can involve the exploitation of vulnerable people, including children, young people and vulnerable adults to involve them in terrorism or activity in support of terrorism.
- 1.3. Since 2010, when the Government published the Prevent Strategy, there has been an awareness of the specific need to safeguard children, young people and families from violent extremism. There have been many instances both locally and nationally in which extremist groups have attempted to encourage vulnerable children and young people to hold extreme views including views justifying political, religious, sexist or racist violence, or to steer them into a rigid and narrow ideology that is intolerant of diversity and leaves them vulnerable to future radicalisation.
- 1.4. The Trust values freedom of speech and the expression of beliefs / ideology as a fundamental right underpinning our society's values. Both students and staff have the right to speak freely and voice their opinions. However, freedom comes with responsibility and free speech that is designed to manipulate the vulnerable or that incites or leads to violence or harm to others goes against the moral principles in which freedom of speech is valued. Free speech is not an unqualified privilege; it is subject to laws and policies governing equality, human rights, community safety and community cohesion.
- 1.5. The threat from terrorism in the United Kingdom may include the exploitation of vulnerable people to involve them in terrorism or in activity in support of extremism and terrorism. The normalisation of extreme views may also make children and young people vulnerable to future manipulation and exploitation. The Trust is clear that this exploitation and radicalisation should be viewed as a safeguarding concern.
- 1.6. This Extremism and Radicalisation Prevention Policy also draws upon the guidance contained in the "Prevent Strategy, 2011", DfE Guidance "Keeping Children Safe in Education, 2019"; "Tackling Extremism in the UK", DfE's "Teaching Approaches that help Build Resilience to Extremism among Young People" and Peter Clarke's Report of July 2014.

2. Scope and Principles

- 2.1. In adhering to this policy and the procedures therein, staff, Trustees, AAB members, volunteers and visitors will contribute to the delivery of the outcomes to all students in all the academies within the Trust, as set out in the Children Act 2004.
- 2.2. Key Terms
 - 2.2.1. **Extremism** is more than simply stubbornness in one's views or general intolerance of others. The 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.'

- 2.2.2. **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:
- encourage, justify or glorify terrorist violence in furtherance of particular beliefs;
 - seek to provoke others to terrorist acts;
 - engage in other serious criminal activity or seek to provoke others to commit serious criminal acts;
 - foster hatred intended to cause violence between communities in the UK.
- 2.2.3. **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.
- 2.3. There is no place for extremist views of any kind within the Trust’s academies, whether from internal or external sources. Our students see our academies as a place where they can explore complex issues safely and where our staff encourage and facilitate this — we have a duty to ensure this happens.

3. Extremism and Radicalisation

- 3.1. The Trust recognises that extremism and exposure to extremist materials and influences can lead to poor outcomes for students and so this should be addressed as a safeguarding concern as set out in this policy. We also recognise that if we fail to challenge extremist views we are failing to protect our students.
- 3.2. 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, the Trust will provide a broad and balanced curriculum, delivered by skilled professionals, so that our students are enriched, understand and become tolerant of difference and diversity and also to ensure that they thrive, feel valued and not marginalized.

4. Influential Sources

- 4.1. Furthermore, the Trust is 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 students 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

students or staff will always be challenged and where appropriate dealt with in line with the relevant disciplinary procedures.

5. The Trust's Responsibilities

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

- disclosures by students of their exposure to the extremist actions, views or materials of others outside of the Trust, such as in their homes or community groups, especially where students have not actively sought these out;
- graffiti symbols, writing or art work promoting extremist messages or images;
- students accessing extremist material online, including through social networking sites (control measures in place via the Trust ICT Acceptable Use Policy Agreements);
- parental reports of changes in behaviour, friendship or actions and requests for assistance;
- neighbouring or partner schools, local authority services, police reports of issues affecting students in other schools or settings;
- students 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, including anti-western or anti-British views.

5.2. The Trust will closely follow any locally agreed procedures as set out by the Local Authority and/or Nottingham City Safeguarding Partnership for safeguarding individuals vulnerable to extremism and radicalisation.

5.3. The Trust have determined "British Values" to be:

- Democracy
- The rule of law
- Individual liberty
- Mutual respect
- Tolerance of those with different faiths and beliefs

5.4. The Trust aim to develop and nurture these by:

- Planning assemblies and/or Act of Worship programmes where core ethical values and beliefs are considered.
- Well-structured PSHE curriculum delivered in tutor time across all age ranges throughout the academic year. The PSHE programmes will address fundamental British Values and the Core Values. These programmes will equip students with a sound understanding of risk and with the knowledge and skills necessary to make safe and informed decisions.

6. Curriculum and Teaching Approaches

- 6.1. 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 students may experience elsewhere may make it harder for them to challenge or question these radical influences. Within the Trust this will be achieved through good teaching, the PSHE programmes and assemblies/Acts of Worship.
- 6.2. We will ensure that all of our teaching approaches help our students build resilience to extremism and give students 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, to address specific issues so as to become even more relevant to the current issues of extremism and radicalisation.
- 6.3. This approach will be embedded within the ethos of the Trust so that students know and understand what safe and acceptable behaviour is in the context of extremism and radicalisation. This will work in conjunction with our academies' approach to the spiritual, moral, social and cultural development of students.
- 6.4. We will also work with the local authority and communities in our efforts to ensure our academies understand and embrace their local context and values in challenging extremist views and to assist in the broadening of our students' experiences and horizons. We will help support students who may be vulnerable to such influences as part of our wider safeguarding responsibilities, and where we believe a student is being directly affected by extremist materials or influences we will ensure that that student is offered mentoring. Additionally in such instances the Trust will seek external support from Nottingham City Police and/or local partnership structures working to prevent extremism.
- 6.5. We will promote the Core Values of the Trust and the fundamental 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 students 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 students safe and prepare them for life in modern multi-cultural Britain and globally.

7. Use of External Agencies and Speakers

- 7.1. The Trust encourages the use of external agencies or speakers to enrich the experiences of our students; however, we will positively vet those external agencies, individuals or speakers who we engage to ensure that we do not unwittingly use agencies whose underlying philosophy is inconsistent with or contradicts the values and ethos of the Trust and its constituent academies.
- 7.2. Each of the Trust's academies will assess the suitability and effectiveness of input from external agencies or individuals to ensure that:
 - any messages communicated to students support fundamental British Values and the Core Values;
 - any messages communicated to students are consistent with the ethos of the Trust and do not marginalise any communities, groups or individuals;

- any messages communicated to students do not seek to glorify criminal activity or violent extremism or seek to radicalise students through extreme or narrow views of faith, religion or culture or other ideologies;
- activities are matched to the needs of students.

7.3. The Trust recognises, however, that the ethos of the Trust is to encourage students 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 students recognise risk and build resilience to manage any such risk themselves where appropriate to their age and ability but also to help students develop the critical thinking skills needed to engage in informed debate.

8. Risk Reduction

8.1. The Archway Learning Trust Board, the Academy Advisory Boards, the CEO, the Principals of the academies and the Senior Designated Safeguarding Lead will assess the level of risk of extremism and radicalisation occurring within the Trust and each of its academies and put measures in place to reduce that risk.

8.2. The Trust will train its staff and screen visitors and volunteers to ensure that they will not deliver messages of extremism or radicalisation, to raise their awareness of the indicators of its occurrence in young people and to inform them of the procedures to follow if they have concerns.

9. Response

9.1. The Trust, like all others, is required to identify a Prevent Single Point of Contact (SPOC) who will be the lead within the organisation for safeguarding in relation to protecting individuals from radicalisation and involvement in terrorism.

9.2. The responsibilities of the SPOC include:

- maintaining and applying a good understanding of the relevant guidance in relation to preventing students from becoming involved in terrorism, and protecting them from radicalisation by those who support terrorism or forms of extremism which lead to terrorism;
- raising awareness about the role and responsibilities of Archway Learning Trust in relation to protecting students from radicalisation and involvement in terrorism;
- monitoring the effect in practice of the academies' curriculum and training programmes to ensure that they are used to promote community cohesion and tolerance of different faiths and beliefs;
- raising awareness within the Trust about the safeguarding processes relating to protecting students from radicalisation and involvement in terrorism;
- acting as the first point of contact within the Trust for case discussions relating to students who may be at risk of radicalisation or involved in terrorism;
- collating relevant information in relation to referrals of vulnerable students into the Channel* process; attending Channel* meetings, as necessary, and carrying out any actions as agreed;

- reporting progress on actions to the Channel* Co-ordinator; and
- sharing any relevant additional information in a timely manner.

9.3. *Channel is a multi-agency approach to provide support to individuals who are at risk of being drawn into terrorist related activity. It is led by the Nottinghamshire Police Counter-Terrorism Security Advisers through their “Prevent Engagement Team” and it aims to:

- establish an effective multi-agency referral and intervention process to identify vulnerable individuals;
- safeguard individuals who might be vulnerable to being radicalised, so that they are not at risk of being drawn into terrorist-related activity; and
- provide early intervention to protect and divert people away from the risks they face and reduce vulnerability.

9.4. Staff within the Trust will be alert to the fact that Extremism and Radicalisation is broadly a safeguarding issue and if they have concerns that a student may be at risk of radicalisation or involvement in terrorism they should speak with the SPOC for the relevant academy or any of the Senior Designated Safeguarding Leads if they are not available.

Current SPOCs at each site

Bluecoat Aspley Academy:	Jo Heffernan
Bluecoat Beechdale Academy:	Shonagh Reid
Bluecoat Primary Academy:	Sue-Ellen Shaw
Bluecoat Wollaton Academy:	Claire Maclean
Nottingham Emmanuel School:	Joanna Green

Trust Coordinator: Victoria Raynor