



**POLICY  
DOCUMENT**

# Combatting Extremism and Radicalisation Policy

<b>Document Owner:</b>	Trust Board
<b>Responsible Trust Committee:</b>	Trust Board
<b>Date Approved:</b>	Lent Term 2021
<b>Review Date:</b>	Lent Term 2023

<b>APPROVED Signature (Trust Board):</b>	DATE ( )
--	----------

## 1. Other relevant policies and documents

- Anti-bullying Policy
  - Assembly Policy
  - Behaviour Policy
  - Capability Procedure
  - Code of Conduct for Staff
  - CPD Policy
  - Curriculum Policy
  - Disciplinary Policy
  - Equalities Policies
  - Grievance Policies / Procedures Harassment Policy
  - Home-School Agreement
  - Inclusion Policy
  - Learning and Teaching Policy
  - Performance Management Policies
  - Recruitment Policy
  - Safeguarding Policy
  - Safeguarding Procedures Manual
  - SMSC Policy
  - Statement on the Duty to Combat Extremism
- 
- Job descriptions for all staff
- 
- Prevent Strategy, HM Government (2014 and 2015)
  - Keeping Children Safe in Education, DfE 2018
  - Working Together to Safeguard Children, HM Government, 2013
  - Channel: Protecting vulnerable people from being drawn into terrorism. A guide for local partnerships, HM Government, October 2012
  - Counter-Terrorism and Security Act 2015
  - "How social media is used to encourage travel to Syria and Iraq" Briefing Note for Schools (Home Office and DfE; June, 2015)

## 2. Explanation of terms used in the policy

'Trust' = Seckford Education Trust

'School(s)' = schools and settings within the Trust

'SMSC' = Spiritual, Moral, Social and Cultural

'VTR' = Person Vulnerable to Radicalisation

'Extremism' = the holding of extreme political or religious views.

'Radicalisation' = 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.

### 3. Purpose of the policy

This document outlines the Combatting Extremism and Radicalisation Policy for the schools within the Trust. This policy covers the Trust and all its schools and as such there is no need for each Free School to have its own policy.

This policy has been agreed in order to make clear the response of the Trust to the legal duties described in Part 2 of the Independent School Standards as amended by the Education (Independent School Standards) (England) (Amendment) Regulations 2012. Additionally, the Counter-Terrorism and Security Act 2015 places specific duties on schools *"to have due regard to the need to prevent people from being drawn into terrorism."*

### 4. Policy Statement

#### 4.1 Trust vision for our students:

The vision of the Trust is "enabling, inspiring, celebrating each and every young person's personal best" in our schools. We aim for all students to:

- achieve their potential through a culture of high academic, personal and social expectations and aspirations;
- have their needs met and be recognised as individuals through high quality inclusion and pastoral care systems;
- learn in a safe, healthy and stimulating environment in which every child matters and in which parents / carers and the wider community are part of the learning journey;
- enjoy an all-round education beyond academic study, so that each can discover his or her latent talents.

Through this vision we intend for our young people to be equipped to take their place in society as valued, economically viable and responsible citizens. Our students will leave our Free Schools empowered as independent, co-operative, innovative and motivated young adults with the skills for and love of learning for life.

This statement is founded on the '6Cs to Success' (Co-operation, Commitment, Confidence, Community, Challenge, Celebration) that underpin the ethos of the Trust and its secondary schools and 'achieve, enjoy, thrive' across its primary schools. The '6Cs to Success' and 'achieve, enjoy, thrive' ensure a positive ethos based on the development of key skills and values for life.

#### 4.2 Duties of all members of staff in the Trust:

All members of staff are made aware of their fundamental responsibilities in this area through their job descriptions and the Performance Management system. The Performance Management Policy for Teachers requires reviewers to evaluate their reviewees against the Standards for Teachers, including these elements in Part 2 of the Standards:

- showing tolerance of and respect for the rights of others;
- not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs;

- ensuring that personal beliefs are not expressed in ways which exploit pupils' vulnerability or might lead them to break the law.

Support Staff are expected to act in the same way.

Teachers must not promote partisan political views in the teaching of any subject and are required to ensure that whenever political issues are brought to the attention of students a balanced presentation of the opposing views is offered. Any teacher failing to comply with these requirements would be liable to disciplinary action. This requirement applies not only during scheduled lessons, but in all other contexts, and so the requirement not to promote partisan political views applies to all staff.

#### 4.3 The curriculum:

The Trust takes very seriously the promotion of both:

- personal responsibility, understanding of the differences between right and wrong and respect for the civil and criminal law; and
- an understanding of how individuals can contribute to the wellbeing of those in the locality and beyond.

These strands of learning are addressed in many different subjects and contexts, including assemblies. The Trust and its schools take pride in the spiritual, moral, social and cultural development of its students and seek to provide every opportunity for them to become positive and emotionally resilient adults with the knowledge and confidence to stand by their own convictions within a framework of values.

#### 4.4 Use of external agencies and speakers:

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 provide such learning opportunities or experiences for our students. This includes checking the DBS of all external providers. Such vetting is to ensure that we do 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. We must be aware that in some instances the work of external agencies may not directly be connected with the rest of the school curriculum so we need to ensure that this work is of benefit to students.

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

- Any messages communicated to students are consistent with the ethos of the Trust and its schools 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 students 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 students;
- Activities are carefully evaluated to ensure that they are effective.

We recognise, however, that the ethos of our 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.

#### 4.5 British values:

In the document "*Promoting fundamental British values as part of SMSC in schools: Departmental advice for maintained schools - November 2014*" the DfE state:

*"Schools should promote the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs<sup>1</sup>. This can help schools to demonstrate how they are meeting the requirements of section 78 of the Education Act 2002, in their provision of SMSC.*

*Actively promoting the values means challenging opinions or behaviours in school that are contrary to fundamental British values. Attempts to promote systems that undermine fundamental British values would be completely at odds with schools' duty to provide SMSC. The Teachers' Standards expect teachers to uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school. This includes not undermining fundamental British values."*

Through our SMSC Policy, schools within are Trust will aim to:

- enable students to develop their self-knowledge, self-esteem and self-confidence;
- enable students to distinguish right from wrong and to respect the civil and criminal law of England;
- encourage students to accept responsibility for their behaviour, show initiative, and to understand how they can contribute positively to the lives of those living and working in the locality of the school and to society more widely;
- enable students to acquire a broad general knowledge of and respect for public institutions and services in England;
- further tolerance and harmony between different cultural traditions by enabling students to acquire an appreciation of and respect for their own and other cultures;
- encourage respect for other people; and
- encourage respect for democracy and support for participation in the democratic processes, including respect for the basis on which the law is made and applied in England.

The list below describes the understanding and knowledge expected of students as a result of schools promoting fundamental British values:

- an understanding of how citizens can influence decision-making through the democratic process;
- an appreciation that living under the rule of law protects individual citizens and is essential for their wellbeing and safety;

- an understanding that there is a separation of power between the executive and the judiciary, and that while some public bodies such as the police and the army can be held to account through Parliament, others such as the courts maintain independence;
- an understanding that the freedom to choose and hold other faiths and beliefs is protected in law;
- an acceptance that other people having different faiths or beliefs to oneself (or having none) should be accepted and tolerated, and should not be the cause of prejudicial or discriminatory behaviour; and
- an understanding of the importance of identifying and combatting discrimination.

## 5. Assessing Risks

### 5.1 Extremism and radicalisation indicators:

There are a number of behaviours which may indicate a student 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;
- 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 / cause;
- Communications with others that suggests identification with a group, cause or ideology;
- Using insulting to derogatory language for another group, such as homophobic or sexist language or insults / names;
- 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.

### 5.2 Staff training, recruitment and broad responsibilities:

#### **Staff training**

All staff in the Trust and its schools are required to be safeguarding trained. Through this training our staff are made aware of the threats, risks and vulnerabilities that are linked to radicalisation,

are made aware of the process of radicalisation and how this might be identified early on and are aware of how support can be provided to ensure that our students are resilient and able to resist involvement in radical or extreme activities.

Staff will be also be alerted to the fact that there may be some instances where a student may be at direct risk of harm or neglect from activities related to extremism and radicalisation. For example, this could be due to a student displaying risky behaviours in terms of the activities they are involved in or the groups they are associated with or staff may be aware of information about a student'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 in the Trust and its schools (including visiting staff, volunteers, contractors, etc.) are required to report instances (or concerns) where they believe a student may be at risk of harm or neglect to the Designated Safeguarding Leader Head of School. More information on reporting any safeguarding issues is outlined in the Trust's Safeguarding Policy. If any staff member wishes to raise concerns about extremism or radicalisation.

### **Staff recruitment**

The arrangements for recruiting all staff, permanent and volunteers, to the Trust and its schools follows government guidance on safer recruitment best practice in education 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 the Trust and its schools so as to unduly influence our character and ethos. We are aware that such persons seek to limit the opportunities for our students 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 the Trust and its schools and staff team we will minimise the opportunities for extremist views to prevail.

The Trust incorporates a statement on British Values and political views into job descriptions for each role.

### **Broad responsibilities**

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

- Disclosures by students 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 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;
- Parental / carer reports of changes in behaviour, friendship or actions and requests for assistance;
- Partner schools, local authority services, and 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 the Trust's Equalities Policies, 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.

### 5.3 Extremism and radicalisation risk assessment:

It is the responsibility of the Designated Safeguarding Lead on each school site to carry out a broad risk assessment for the school using the 'Extremism and Radicalisation Risk Assessment Form' in Appendix 1 and a specific PREVENT risk assessment in Appendix 2.

Updated PREVENT risk assessment forms can be downloaded at:

<http://www.schoolwellbeing.co.uk/pages/prevent-self-assessment-tool-for-schools>

### 5.4 Reporting extremism and / or radicalisation:

Staff who wish to report any extremist or radicalised behaviour should complete a Safeguarding Report Form for the attention of the Designated Safeguarding Lead for the relevant school site. The DSL should then complete a VTR (Person Vulnerable to Radicalisation) Referral Form to send to the Police.

### 5.5 DfE extremism and radicalisation helpline:

The DfE have a dedicated telephone helpline (020 7340 7264) to enable concerns relating to extremism and radicalisation to be raised directly and in confidence. The helpline is not intended for use emergency situations, such as a child being at immediate risk of harm or a security incident. In these situations normal procedures should be followed.

Schools should report any significant incidents to the DfE through the helpline, including where students are suspected of travelling to Syria, provided that parents / carers – in the case of incidents involving students – and the police, if they are involved, agree with that course of action.

NSPCC – Protecting children from radicalization (advice for adults worried about a child)

[https://www.nspcc.org.uk/what-you-can-do/report-abuse/dedicated-helplines/protecting-children-from-radicalisation?gclid=EAIaIQobChMI1Zanmrup4AIVBJ7VCh2-BAD-EAAYASAAEqI7kFD\\_BwE](https://www.nspcc.org.uk/what-you-can-do/report-abuse/dedicated-helplines/protecting-children-from-radicalisation?gclid=EAIaIQobChMI1Zanmrup4AIVBJ7VCh2-BAD-EAAYASAAEqI7kFD_BwE)

Phone 0808 800 5000

## 6. Complaints

Any complaints about this policy from outside the Trust should be made in accordance with the Trust's Complaints Policy. Any other complaints should be brought to the attention of the Head of School of the relevant school in the first instance.

Complaints that are in the public interest and relate to suspected malpractice may be appropriate to raise under the Trust's Whistleblowing Policy.

## 7. Compliance and performance monitoring

The Trust Board will review this policy every two years and ensure that practice across all schools is in line with this policy. Any review will take into account the most up-to-date legislation and guidance.

The Trust has identified a range of Assurance Methodologies as tools by which compliance with policies can be tested. Those most relevant to this policy include:

- External Audit
- Internal Audit



*"Providing a foundation for life"*

**Extremism and Radicalisation Risk Assessment Form**

<b>School Name (circle):</b>	Beccles Causton Ixworth Maidstone Saxmundham
------------------------------	--

**Evaluating the School**

Evaluation question	Answer	Notes
Does the Trust have a policy on extremism and radicalisation?	YES NO	
Does the school work with outside agencies on combatting extremism and radicalisation?	YES NO	
Has the school got a nominated extremism and radicalisation lead (the DSL)?	YES NO	
Do staff have a process to voice their Concerns about extremism and radicalisation?	YES NO	
Do children have a process to voice their Concerns about extremism and radicalisation?	YES NO	
Are there opportunities for students to learn about extremism and radicalisation?	YES NO	
Are there documented cases of extremism and radicalisation at the school?	YES NO	
Is the school particularly prone to extremism and radicalisation?	YES NO	
List here examples of whole school approaches to combatting extremism and radicalisation:		
Overall risk evaluation:	R A G	

## Evaluating Students

Evaluation question		Answer	Notes
Are students aware of what extremism and radicalisation are?		YES NO	
Are individual students risk assessed?		YES NO	
Are there currently any students at risk?		YES NO	
List here examples of how students are not at risk from extremism and radicalisation:			
Overall risk evaluation:	R A G		

## Evaluating the Local Community Context

Explain the context of the community in which your Free School sits:		
Overall risk evaluation:	R A G	

*Please conduct this risk assessment annually and send to the CEO.. Keep a copy of this assessment in the safeguarding file in your school.*

## Appendix 2 – PREVENT Self-Assessment Form for Schools

**PREVENT OBJECTIVE 1: Clear leadership and accountable structures are in place and visible throughout the organisation**

**PREVENT OBJECTIVE 2: Staff and the Trust Board have been appropriately trained according to their role**

**PREVENT OBJECTIVE 3: An appropriate reporting and referral process is in place and referrals are being managed effectively**

**PREVENT OBJECTIVE 4: A broad and balanced curriculum that helps protect students against extremism and promotes community cohesion**

**SCHOOL NAME:**

Name of assessor(s):

Date of assessment:

To be reviewed on:

**1. Clear leadership and accountable structures are in place and visible throughout the organisation**

Evidence	Tick as appropriate	Self Assessed Rating
There is an identified strategic Prevent lead within the school		<b>Red (R): not able to evidence any</b> <b>Amber (A): evidence of some but not all</b> <b>Green (G): evidence of all and more</b>
The strategic lead understands the expectations and key priorities to deliver Prevent and that this is embedded within Safeguarding Procedures		
The Senior Leadership Team are aware of the Prevent Strategy and its objectives		
There is a clear awareness of roles and responsibilities throughout organisation regarding Prevent		
Prevent safeguarding responsibilities are explicit within the Schools Safeguarding Team		
The Prevent agenda and its objectives has been embedded within the appropriate Safeguarding processes		

<b>2. Staff and the Trust Board have been appropriately trained according to their role</b>		
<b>Evidence</b>	<b>Tick as appropriate</b>	<b>Self Assessed Rating</b>
A plan is in place to include Workshop to Raise Awareness of Prevent (WRAP) training so that key staff and Governors understand the risk of radicalisation and extremism and know how to recognise and refer children who may be vulnerable		
Details of WRAP courses including frequency and availability are cascaded to all relevant staff		
Further training on the Prevent agenda is made available to the Strategic Prevent lead and Safeguarding leads where appropriate		
There is appropriate staff guidance and literature available to staff on the Prevent agenda		
<b>3. An appropriate reporting and referral process is in place and referrals are being managed effectively</b>		
<b>Evidence</b>	<b>Tick as appropriate</b>	<b>Self Assessed Rating</b>
Ensure that preventing young people from being exposed to radicalisation or extremism is part of the school's safeguarding policies and procedures.		<b>Red (R): not able to evidence any</b> <b>Amber (A): evidence of some but not all</b> <b>Green (G): evidence of all and more</b>
A single point of contact [SPoC] for any Prevent concerns raised by staff within the school has been identified		
An appropriate internal Prevent referral process has been developed		
Partner agency communication channels have been developed – Prevent Lead at Leeds City Council and West Yorkshire Police are first port of call when outside agencies need to be consulted or for making a Channel referral.		
An audit trail for notification reports/referrals exists		
Prevent referrals/notifications are being managed or overseen by relevant staff		
A process is in place to identify and develop 'lessons learnt'		

#### 4. A broad and balanced curriculum that helps protect students against extremism and promotes community cohesion

Evidence	Tick as appropriate	Self Assessed Rating
School has a range of initiatives and activities that promote the spiritual, moral, social and emotional needs of children aimed at protecting them from radicalisation and extremist influences		<b>Red (R): not able to evidence any</b> <b>Amber (A): evidence of some but not all</b> <b>Green (G): evidence of all and more</b>
The school delivers training that helps develop critical thinking skills around the power of influence, particularly on-line and through social media.		
Students are aware of the benefits of community cohesion and the damaging effects of extremism on community relations		
Staff are able to provide appropriate challenge to students, parents or governors if opinions are expressed that are contrary to fundamental British values and promotion of community cohesion		