



Preventing Extremism and Radicalisation Policy

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| Written by | The Safeguarding Lead in conjunction with the Principal's Review Committee |
| Ratified by Trustees | |
| Date for Review | September 2024 |
| Signed-Chair of Trustees | (Sue Trentini) |
| Signed – Chief Executive Officer | Jamie MacIntyre |

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1. Introduction

The Forge Trust is committed to providing a secure environment for pupils, where they feel safe and are kept safe. All adults at The Python Hill Academy recognise that safeguarding is everyone's responsibility, irrespective of the role they undertake and whether or not their role has direct contact or responsibility for children and young people.

2. Definitions Ideology -

a set of beliefs.

Extremism - a 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.

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

Terrorism - an action that endangers or causes serious violence damage or disruption and is intended to influence the Government or to intimidate the public and is made with the intention of advancing a political, religious or ideological cause.

3. Guidance and Legislation

The Preventing Extremism and Radicalisation Safeguarding Policy draws upon the guidance contained in:-

- Nottinghamshire Safeguarding Children Board procedures
- Keeping Children Safe in Education
- Tackling Extremism in the UK; Prime Ministers Taskforce: December 2013
- Teaching Approaches that help Build Resilience to Extremism among Young People; DfE 2011
- Report into Allegations Concerning Birmingham Schools Arising from Trojan Horse Letter; Peter Clarke: July 2014.
- Promoting Fundamental British Values as part of SMSC in Schools; Nov 2014
- OFSTED School Inspection Handbook
- [Prevent duty guidance](#)

In adhering to this policy and the procedures therein, staff and visitors will comply with our statutory duties to:-

- Safeguard and promote the welfare of all children as set out in s175 and s157 of the Education Act 2002.
- Contribute to the delivery of the outcomes for all children, as set out in s10 (2) of the Children Act 2004.
- Have due regard to the need to prevent people from being drawn into terrorism, as set out in

4. School Ethos and Practice

The Python Hill Academy recognises the Governments concern that the UK continues to face a threat from terrorism. One security concern is the potential for British citizens and residents to become radicalised and commit acts of violence or terrorism.

Violent Extremism is defined by the Crown Prosecution Service (CPS) as:

"The demonstration of unacceptable behaviour by using any means or medium to express views, which:

- *Encourage, justify or glorify terrorist violence in furtherance of particular beliefs;*
- *Seek to provoke others to terrorist acts;*
- *Encourage other serious criminal activity or seek to provoke others to serious criminal acts;*
- *Foster hatred which might lead to inter-community violence in the UK."*

Our school is a safe place where pupils can explore controversial issues safely and where our teachers encourage and facilitate this – we have a duty to ensure this happens. However, there is no place for extremist views of any kind in our school, whether from internal sources - pupils, staff or trustees; or external sources - school community, external agencies or individuals.

As a school 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 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, we will provide a broad and balanced curriculum, delivered by skilled professionals, so that our pupils are enriched, understand and accept 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, including 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 our Behaviour Policy and the Code of Conduct for staff.

Where misconduct by a teacher is proven, 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 and if in relation to safeguarding the LADO will be informed.

As part of wider safeguarding responsibilities school 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 reports of changes in behaviour, friendship or actions and requests for assistance.
- Partner 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, sexuality, ethnicity or culture.
- Attempts to impose extremist views or practices on others.

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

5. 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 school, 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.

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 to become even more relevant to the current issues of extremism and radicalisation. In doing so we will apply the 'key ingredients' for success 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 school 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 school's approach to the spiritual, moral, social and cultural development of pupils as defined in OfSTED's School Inspection Handbook 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 curriculum that includes: -

- Citizenship programmes
- Open discussion and debate
- Work on anti-violence and a restorative approach addressed throughout curriculum
- Focused educational programmes

We will also work with local partners, families and communities in our efforts to ensure our school understands and embraces 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 support.

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

6. Use of External Agencies and Speakers

We encourage 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.

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 opposition to, the school'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 pupils.

Our school 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 school 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 the school 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, 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

7. Whistle Blowing

Where there are concerns of extremism or radicalisation, pupils and staff can feel able to discuss this with the Prevent/Designated Safeguarding Lead. If, for any reason they feel unable to do this, then they are able to make use of our internal systems to Whistle Blow or raise any issue in confidence. Please refer to School Whistle Blowing Policy.

8. Child Protection

Please refer to our Child Protection Policy for the full procedural framework on our Child Protection duties.

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 the 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 the school (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.

9. Role of the Designated Safeguarding Lead (DSL)

The DSL is: Liz Willford

Additional DSL's are: Andy Stirland, Natalie Gibbs, Ian Bennett

The role of the DSL is set out in our Safeguarding and Child Protection Policy.

The DSL is the focus person who school staff, and others, may come to if they have concerns about an individual child's safety or well-being, and they are the first point of contact for external agencies.

The DSL is also the person who leads on concerns regarding extremism or radicalisation. Where there are concerns regarding extremism and radicalisation, the DSL will liaise with Nottinghamshire Channel Coordinator and make referrals where appropriate – see section 13.

10. Training

Whole school training on Safeguarding and Child Protection will be organised for staff and Trustee Members at least every three years. This training should be approved by the Local Safeguarding Children Board and will, in part, include training on extremism and radicalisation and its safeguarding implications.

The DSLs will attend training courses as necessary and the appropriate inter-agency training organised by the Local Safeguarding Children Board at least every two years. Again this will include training on extremism and radicalisation and its safeguarding implications.

11. Recruitment

The arrangements for recruiting all staff, (permanent, temporary and volunteers;) to our school will follow statutory guidance in Keeping Children Safe in Education and The Forge Trust Safer Recruitment Policy.

We will apply safer recruitment best practice principles and sound employment practice in general, which include, but are not limited to, ensuring that DBS checks are 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 be alert to the possibility that persons may seek to gain positions within our school so as to unduly influence our schools 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 operating safer recruitment best practice and by ensuring an ongoing culture of vigilance within our school, we will minimise the opportunities for extremist views to prevail.

12. Role of The Board of Trustees

They will undertake appropriate training to ensure that they are clear about their role and the parameters of their responsibilities as Trustee members, including their statutory safeguarding duties.

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

In line with the provisions set out in the DfE guidance 'Keeping Children Safe in Education' the Board of Trustees will challenge the school's senior management team on the delivery of this policy and monitor its effectiveness.

Trustees will review this policy annually 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.

13. Nottinghamshire PREVENT Programme

The Prevent Programme is Nottinghamshire's response to the Government's [national counter-terrorism strategy](#), which aims to stop people being drawn into or supporting terrorism. The national strategy focuses on three key areas which are:-

- respond to the ideological challenge of terrorism and the threat from those who promote it
- prevent people from being drawn into terrorism and ensure that they are given appropriate advice and support
- work with sectors and institutions where there are risks of radicalisation that we need to address

Nottinghamshire's Prevent Programme is designed to:-

- divert vulnerable individuals away from the radicalisation process and ensure that they are given the appropriate advice and support through local safeguarding structures
- deter extremist groups from creating disharmony, division and spreading hate
- keep the majority safe from the few who seek to harm others
- ensure that sectors and institutions develop an

- appropriate response to tackle extremism
- ensure that media and wider public recognise that the illegal or extreme actions of a few individuals from a particular background do not reflect the values and views of others with the same background, faith or belief
- ensure that the reputation of the county and its residents is maintained and enhanced.

14. Channel Panel

Channel is a programme which focuses on providing support at an early stage to people who are identified as being vulnerable to being drawn into terrorism. The programme uses a multi-agency approach to protect vulnerable people by:

- identifying individuals at risk
- assessing the nature and extent of that risk
- developing the most appropriate support plan for the individuals concerned

Sections 36 to 41 of the Counter-Terrorism and Security Act 2015 set out the duty on local authorities and partners of local panels to provide support for people vulnerable to being drawn into any form of terrorism.

They have provided guidance which has been issued under sections 36(7) and 38(6) of the act to support panel members and partners of local panels.

The Guidance:

- provides guidance for Channel panels
- provides guidance for panel partners on Channel delivery (that is, those authorities listed in Schedule 7 to the Counter-Terrorism and Security Act 2015 who are required to co-operate with Channel panels and the police in carrying out their functions in Chapter 2 of Part 5 of the Counter-Terrorism and Security Act 2015)
- explains why people may be vulnerable to being drawn into terrorism and describes signs to look for
- provides guidance on the support that can be provided to safeguard those at risk of being drawn into terrorism

The guidance can be found on

<https://www.gov.uk/government/publications/channel-guidance>

15. Prevent Duty Referral Protocol

Step 1

When a concern is identified, the member of staff may seek clarification from the individual but must be careful not to lead or investigate. Details of the concern are shared at the earliest opportunity with one of Academy's designated safeguarding leads (DSL). This should be logged on CPOMS.

STEP 2

The DSL will discuss the concern with the member of staff (the referrer) and document the report. The member of staff will sign and date (including the time) a written statement for the safeguarding record in line with safeguarding recording requirements.

STEP 3

The DSL will check if any additional concerns are documented in the school's safeguarding records and alert the other DSLs. Jointly, they should consider if the concern falls within general safeguarding concerns (see step 4) or if a Prevent referral should be made (see step 5). The named designated persons may wish to refer to Channel Duty Guidance Protecting Young People from being drawn into terrorism and Channel: Vulnerability Framework documents which contain guidance on vulnerability factors. These documents are stored in the main paper safeguarding file.

STEP 4

School to follow general safeguarding protocols taking action to support and/or make referral to social care where appropriate.

STEP 5

The DSL to make a referral to the Local Authority safeguarding team. This is usually via the Local Safeguarding partnership, the Multi-Agency Safeguarding Hub (MASH) or Nottinghamshire Police Prevent Team.

STEP 6

After consideration, if warranted, the Local Authority to pass the referral to the Channel coordinator for management through to the Local Authority Chaired Channel panel.

STEP 7

The Channel panel convenes to consider support options.

STEP 8

If deemed suitable by the Channel panel a holistic package of support will be determined and delivered. The Sir Donald Bailey Academy may be involved as part of the multi-agency support offered.

STEP 9

Even if Channel support is deemed suitable and offered, The Sir Donald Bailey Academy retains a duty of care. Staff should remain vigilant, reporting any new or further concerns to school's DSL.

STEP 10

No press briefing should be made unless directed by the Police. The input of the Local Authority Media Relations Office may be sought.

Appendix 1

Education Check List - Preventing Extremism and Radicalisation

This check list can help you to identify that you have appropriate arrangements in place to prevent young people being drawn into extremism and radicalisation. Please "RAG" rate your school as follows:-

Red - processes are lacking and need to be developed as a matter of urgency

Amber - processes are in place but they need to be reviewed or further improved

Green - processes in place and up to date, at least to the required minimum.

| Objective | RAG rating | Action (enter details of actions to be taken to address objectives rated red or amber) |
|-----------|--|--|
| 1 | You know and understand prevailing safeguarding issues within your school community and have developed appropriate responses | |
| 2 | You know and understand the safeguarding issues within your local community/catchment area and have developed appropriate responses | |
| 3 | You are aware of tensions in your school community, deal with these tensions, and ensure that these tensions are not exploited by any group | |
| 4 | You can demonstrate that you are protecting children and young people from being drawn into terrorism by having robust safeguarding policies in place to identify children at risk and intervening as appropriate. | |
| 5 | You can demonstrate that preventing people from being drawn into terrorism, equality, cohesion and British Values run through the curriculum and ethos of the school. | |

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| 6 | You challenge discrimination, tensions, talk about faith, race etc, organise faith visits, dispel myths and misconceptions about others | | |
| 7 | You can demonstrate that you are alert to local, national and international incidents which may affect your school community | | |

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| | and local community, and are prepared to discuss them with your pupils where appropriate | | |
| 8 | You have assessed the risk of pupils being drawn into terrorism, or supporting extremist ideas that are part of terrorist ideology. | | |
| 9 | You have a good working relationship with safeguarding partnerships in your area, SFSS, Nottinghamshire support services. | | |
| 10 | You have a clear protocol for ensuring visiting speakers are appropriately supervised within school. Due diligence checks are undertaken. | | |
| 11 | You have appropriate levels of filtering in place to ensure children are safe from terrorist and extremist material when accessing the internet in school. | | |
| 12 | You have reviewed all your policies to incorporate extremism and radicalisation concerns (safeguarding, security & estate management, disciplinary, behaviour, room booking, external speakers) | | |

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| 13 | <p>You can demonstrate that:-</p> <ul style="list-style-type: none"> • You do not fund extremist activities • You do not allow people/ groups book your rooms without carrying our due diligence checks • You check to ensure that extremist activities are not taking place • You check to ensure that extremist literature is not being distributed | | |
| 14 | <p>You can demonstrate that:-</p> | | |

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|----|--|--|--|
| | <ul style="list-style-type: none"> • Staff are trained to facilitate discussions on terrorism and extremism • You provide (age appropriate) opportunities for pupils to discuss local, national and international tensions • You invite external speakers (if appropriate) to discuss extremism, cohesion, British Values? • Pupils are given the skills to challenge extremist narratives | | |
| 15 | <p>You can demonstrate that Head teacher / Principals/Safeguarding Leads are aware of national, local Prevent, British Values, OFSTED reports and publications that are relevant.</p> | | |
| 16 | <p>All staff, including volunteers and governors have training that gives them the knowledge and confidence to identify children at risk of being drawn into terrorism and challenge extremist ideas</p> | | |
| 17 | <p>All staff know who to contact in school if they have any concerns regarding extremism or radicalisation.</p> | | |

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| 18 | Your Designated Safeguarding Lead/ PREVENT lead in school knows who to contact regarding concerns, and how to refer into CHANNEL Panel | | |
| 19 | You have a communication system in place that promotes awareness of extremism and radicalisation i.e. posters, newsletters, intranet, student and staff handbooks, staff induction, internal literature | | |
| 20 | You engage with your school council about extremism and radicalisation and seek their views | | |

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| 21 | You are vigilant to staff members and volunteers potentially radicalising students, and you have policies and procedures that can address this | | |
| 22 | You comply with all relevant legislation in the storage and handling of dangerous substances | | |
| 23 | You have a critical management plan to deal with violence related issues that will communicate with and reassure local communities, staff, the press and students. | | |
| 24 | You work with the local authority to identify the out of school settings that children attend, to ensure that children attending such settings are properly safeguarded. | | |