

Preventing Extremism and Radicalisation Policy

Department Owner	Operations (National)
Section Owner	Education (National Safeguarding Lead)
Approver	Education & Personnel Committee
Date Approved	July 2015
Review Date	July 2017
Status	This policy must apply to all E-ACT academies. The Headteacher is responsible for ensuring that all academy specific information is completed (as highlighted).

1. Introduction

- 1.1 E-ACT is committed to providing a secure environment for pupils, where pupils feel safe and are kept safe. All adults at E-ACT 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.
- 1.2 In adhering to this policy, and the procedures therein, staff and visitors will contribute to E-ACT's delivery of the outcomes to all pupils, as set out in s10 (2) of the Pupils Act 2004¹. This Preventing Extremism and Radicalisation Safeguarding Policy is one element within our overall academy arrangements to Safeguard and Promote the Welfare of all Pupils in line with our statutory duties set out at s175 of the Education Act 2002 (s157 of the Education Act 2002).
- 1.3 Our academy's Preventing Extremism and Radicalisation Safeguarding Policy also draws upon the guidance contained in the "London Child Protection Procedures" and DfE Guidance "Keeping Pupils Safe in Education, 2014"; and specifically DCSF Resources "Learning Together to be Safe", "Prevent: Resources Guide", "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

2. Academy Ethos and Practice

- 2.1 When operating this policy The Parker E-ACT Academy 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 There is no place for extremist views of any kind in our academy, whether from internal sources - pupils, staff or governors, or external sources - academy community, external agencies or individuals. Our pupils see our academy as a safe place where they can explore controversial issues safely and where our teachers encourage and facilitate this – we have a duty to ensure this happens.
- 2.3 As an academy we recognise 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. We also recognise that if we fail to challenge extremist views we are failing to protect our pupils.
- 2.4 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.

¹ the physical, mental health and emotional well-being of pupils; the protection of pupils from harm and neglect; the education, training and recreation of pupils; the contribution made by them to society; and their social and economic well-being.

² Report into allegations concerning Birmingham schools arising from the 'Trojan Horse' letter, Peter Clarke CVO OBE QPM, July 2014

2.5 Therefore, at The Parker 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 marginalized.

2.6 Furthermore, at The Parker 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.

2.7 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 and Discipline Policy for pupils and the Code of Conduct for staff.

2.8 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.

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

- Disclosures by pupils of their exposure to the extremist actions, views or materials of others outside of academy, 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
- Local authority services and police reports of issues affecting pupils in other academies, 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

2.10 Our academy will closely follow any locally agreed procedure as set out by the Northamptonshire Safeguarding Pupils Board's agreed processes and criteria for safeguarding individuals vulnerable to extremism and radicalisation.

3. Teaching Approaches

3.1 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 pupils may experience elsewhere may make it harder for them to challenge or question these radical influences. In our academy 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.

- 3.2 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.
- 3.3 We will ensure that all of our staff are equipped to recognise extremism and are skilled and confident enough to challenge it.
- 3.4 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 methodologies 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.
- 3.5 Therefore, this approach will be embedded within the ethos of our academy 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 academy's approach to the spiritual, moral, social and cultural development of pupils as defined in OfSTED's Academy Inspection Handbook and will include the sound use of assemblies to help further promote this rounded development of our pupils.
- 3.6 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 the curriculum and the behaviour policy;
 - Focussed educational programmes
- 3.7 We will also work with local partners, families and communities in our efforts to ensure our academy 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 mentoring. Additionally, in such instances our academy will seek external support from E-ACT, the Local Authority and/or local partnership structures working to prevent extremism.
- 3.8 At The Parker Academy we will promote the 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 in modern multi-cultural Britain and globally.

4. Use of External Agencies and Speakers

- 4.1 At The Parker Academy 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.
- 4.2 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 academy'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 academy curriculum so we need to ensure that this work is of benefit to pupils.
- 4.3 Our academy 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 academy 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 academy to ensure that they are effective.
- 4.4 We recognise, however, that the ethos of our academy 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.
- 4.5 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.

5. Whistle Blowing

- 5.1 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 E-ACT's Whistle Blowing Policy.

6. Child Protection

- 6.1 Please refer to the Parker Academy Safeguarding Policy for the full procedural framework on our Child Protection duties.
- 6.2 Staff at The Parker 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 pupils 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 Parker Academy (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 or Principal.

7. Role of the Designated Safeguarding Lead

7.1 The Designated Safeguarding Lead is: Ruth Roberts

7.2 The Deputy Designated Safeguarding Lead is: Calli Arrow

7.3 The Safeguarding System Leader (Governance) is: Michelle Payne

7.4 The Designated Safeguarding Lead works in line with the responsibilities as set out at Annex B of the DfE Guidance 'Keeping Children Safe in Education'. The Designated Safeguarding Lead is the focus person and local 'expert' for academy staff, and others, who may have concerns about an individual child's safety or well-being and is the first point of contact for external agencies.

7.5 In line with Recommendation 2 of Peter Clarke's Report; In The Parker Academy role of the Designated Safeguarding Lead will be extended, at the appropriate time,, the to include the responsibilities of the PREVENT strand of the Government's counter-terrorism strategy.

8. Training

8.1 Whole academy in-service training on Safeguarding and Child Protection will be organised for staff and local governors every year and will comply with the prevailing arrangements agreed by Northamptonshire's Safeguarding Pupils Board and will, in part, include training on extremism and radicalisation and its safeguarding implications.

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

9. Recruitment

9.1 The arrangements for recruiting all staff, permanent and volunteers, to our academy will follow guidance for 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.

9.2 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.

9.3 We will be alert to the possibility that persons may seek to gain positions within our academy so as to unduly influence our academy'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.

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

10. Role of the Governance

The Governance of our Academy 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 Governance of our academy will support the ethos and values of our academy and will support the academy in tackling extremism and radicalisation. In line with Recommendation 13 of Peter Clarke's report details of the Governance will be published on our academy website to promote transparency.

In line with the provisions set out in the DfE guidance 'Keeping Pupils Safe in Education, Sept 2016' the governance will challenge the academy's senior management team on the delivery of this policy and monitor its effectiveness.

The Governance will review this policy regularly 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.

11. Policy Adoption, Monitoring and Review

11.1 This policy was considered and adopted by the Governance in line with their overall duty to safeguard and promote the welfare of pupils as set out in the DfE guidance 'Keeping Pupils Safe 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 academy website.

11.2 At The Parker Academy, the Principal 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 pupils.