THE EDUCATION VILLAGE ACADEMY TRUST

PROTECTING CHILDREN FROM EXTREMISM AND RADICALISATION POLICY
## EVAT Version Control

<table>
<thead>
<tr>
<th>Version:</th>
<th>Date:</th>
<th>Policy Owner:</th>
<th>Amendments made by:</th>
<th>Details of amendments made:</th>
<th>Reviewed by:</th>
<th>Approved by:</th>
</tr>
</thead>
<tbody>
<tr>
<td>V1.0</td>
<td>Autumn 2015</td>
<td>Mike Butler</td>
<td></td>
<td></td>
<td>ELT</td>
<td>Autumn 2015</td>
</tr>
<tr>
<td>V2.0</td>
<td>December 2016</td>
<td>Mike Butler</td>
<td>Wendy Turpin</td>
<td>EVAT formatted</td>
<td>Alana Mackenzie</td>
<td>BOD 13/12/16</td>
</tr>
</tbody>
</table>
At The Education Village Academy Trust, all children, young people and adults are valued both as individuals and as part of the wider Trust community. We aim to provide a safe, happy and caring environment within which everyone can thrive.

**Core values**

Our Trust’s activities are informed by our core values, which mean that we:

1. recognise the **worth** of each **individual** by valuing the personal qualities they demonstrate in their learning, living and working

2. recognise the **experiences** of children and young people by valuing the **talents** and **skills** they bring into their schooling, and we commit to ensuring that schooling enhances these talents and skills

3. embrace **difference** and **harmony** by valuing **diversity**

4. display **integrity** and **authenticity** by valuing **openness, trust, fairness, honesty** and **respect** for all people

5. foster **ambition, high aspirations** and **independent** spirit by valuing each individual’s abilities, aptitudes and desire to create, explore and grow

6. commit to **hard work** and **high standards** in provision, behaviours and outcomes

7. help, support and enable others by valuing **relationships** with all stakeholders, being **emotionally intelligent**, building **resilience** and being **forward-looking**

8. acknowledge the role of **networks** by valuing the ways in which people can live together, collaborate and make positive contributions as **citizens**

9. acknowledge the place of school in the **community**, including the broader **global** community, by valuing the essential nature of the relationship between schools and the social and economic environments in which they operate

This policy, and its associated procedures and protocols, are based on these key principles.
Contents

Protecting Children from Extremism and Radicalisation Policy ........................................5
Links to other policies ...........................................................................................................5
Aims and Principles ..............................................................................................................6
Definitions ............................................................................................................................6
Procedures for referrals .......................................................................................................6
Risk reduction .......................................................................................................................7
The Role of the Curriculum .................................................................................................7
Staff Training .......................................................................................................................7
Policy Review ......................................................................................................................7
Appendices ..........................................................................................................................7
Further support ....................................................................................................................8
Public Sector Equality Duty (Equality Act 2010) .................................................................8
Appendix 1 - INDICATORS OF VULNERABILITY TO RADICALISATION .........................9
Appendix 2 - ROLES AND RESPONSIBILITIES OF THE SINGLE POINT OF CONTACT (SPOC) .................................................................................................................................11
Appendix 3 – Academy Risk Assessments and Action Plan templates .........................12

Where reference is made to an ‘Academy’ or a ‘School’ the intention is that the policy is universal and applies to both.
Protecting Children from Extremism and Radicalisation Policy

Schools have a vital role to play in protecting pupils from the risks of extremism and radicalisation, a role which is underpinned by the Counter-Terrorism and Security Act 2015 “to have due regard to the need to prevent people from being drawn into terrorism”.

The Government’s Prevent Strategy has raised awareness of the specific need to safeguard children, young people and families from violent extremism and terrorism. Nationally there have been situations in which extremist groups have attempted to radicalise 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.

The Education Village Academy Trust (EVAT) is fully committed to safeguarding and promoting the welfare of all its pupils and students. As a Trust, we recognise that safeguarding against radicalisation is no different from safeguarding against any other vulnerability.

All staff are expected to uphold and promote the fundamental principles of British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs.

EVAT values freedom of speech and the expression of beliefs / ideology as fundamental rights underpinning our society’s values. Pupils, 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 leads to violence and harm of 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.

The current 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 terrorism. The normalisation of extreme views may also make children and young people vulnerable to future manipulation and exploitation. EVAT is clear that this exploitation and radicalisation should be viewed as a safeguarding concern.

EVAT seeks to protect children and young people against the messages of all violent extremism including, but not restricted to, those linked to Islamist ideology, or to Far Right / Neo Nazi / White Supremacist ideology, Irish Nationalist and Loyalist paramilitary groups, and extremist Animal Rights movements.

Links to other policies

This Policy Statement links to the following policies:

- Child Protection and Safeguarding
- Equality and Discrimination Policy
- Anti-Bullying Policy
• Positive Behaviour Policy

Aims and Principles

The main aims of this policy statement are to ensure that staff are fully engaged in being vigilant about radicalisation; that they overcome professional disbelief that such issues will not happen here; and ensure that we work alongside other professional bodies and agencies to ensure that our pupils and students are safe from harm.

The principle objectives are that:

• All directors, governors, teachers, teaching assistants and non-teaching staff will have an understanding of what radicalisation and extremism are and why we need to be vigilant in our academies and other settings.
• All directors, governors, teachers, teaching assistants and non-teaching staff will know what the EVAT policy is on anti-radicalisation and extremism and will follow the policy when issues arise.
• All parents / carers, pupils / students will know that the Trust has policies in place to keep children and young people safe from harm and that the Trust regularly reviews its systems to ensure they are appropriate and effective.

Definitions

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

Extremism is defined by Government in the Prevent Strategy as: “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”. Also included in the definition of extremism are calls for the death of members of our armed forces.

For indicators of vulnerabilities to radicalisation, please see Appendix 1.

Procedures for referrals

Keeping children / young people safe from these risks is a safeguarding matter and should be approached in the same way as safeguarding children from other risks.

Although serious incidents involving radicalisation have not occurred at EVAT, it is important for us to be constantly vigilant and remain fully informed about the issues which affect the region in which we educate youngsters. Staff are reminded to suspend professional disbelief that instances of radicalisation ‘could not happen here’ and to refer any concerns through implementing the particular academy’s safeguarding procedures, via the Designated Safeguarding Lead.

The Prevent Single Point of Contact (SPOC) will be the lead within each academy for safeguarding in relation to protecting individuals from radicalisation and involvement in terrorism, which will normally be the Designated Safeguarding Lead.
When any member of staff has concerns that a pupil / student may be at risk of radicalisation or involvement in terrorism, they should speak with the Prevent Single Point of Contact (SPOC) and to the Designated Safeguarding Lead if this is not the same person. The responsibilities of the SPOC are described in Appendix 2.

Risk reduction

The Principal and the Designated Safeguarding Lead will assess the level of risk within the academy and put actions in place to reduce any identified risks. See Appendix 3. The Principal will keep governors and the Chief Executive apprised of risks and mitigating actions.

The Role of the Curriculum

Our curriculum promotes respect, tolerance and diversity. Children are encouraged to share their views and recognise that they are entitled to have their own different beliefs, which should not be used to influence others.

Our PSHE (Personal, Social and Health Education), Citizenship and SMSC (Spiritual, Moral, Social and Cultural) provision is embedded across the curriculum and underpins the ethos of each academy.

Children are regularly taught about how to stay safe when using the internet and are encouraged to recognise that people are not always who they say they are online. They are taught to seek adult help if they are upset or concerned about anything they read or see on the internet.

Staff Training

Each academy will ensure that all staff are fully aware of the threats, risks and vulnerabilities that are linked to radicalisation; are aware of radicalisation and how it might be identified early on. This will include, but not limited to, training provided by the Local Authority.

Policy Review

This policy statement will be reviewed annually as part of the overall Child Protection and Safeguarding policy review.

Appendices

1. Indicators of vulnerabilities to radicalisation
2. Role and responsibilities of the single point of contact (SPOC)
3. Risk assessment and action plan to reduce any identified risks
Further support

**Due Diligence and Counter Extremism Group (DDCEG) Helpline** - (020 7340 7264) for school staff and governors to raise concerns relating to extremism directly and in confidence.

**Durham Constabulary Prevent Team**

Sgt Jayne Freeman

Direct dial 0191 375 2555
Jayne.freeman@durham.pnn.police.uk

DC Steve Holden

Direct dial 0191 375 2905
Steven.holden@durham.pnn.police.uk

To report illegal information, pictures or videos found on the internet
www.gov.uk/report-terrorism

**Prevent Duty Guidance**

http://www.preventtragedies.co.uk/
http://www.familiesmatter.org.uk/

**Useful websites**

**Resources to use with pupils**

http://www.wherestheline.co.uk/
http://www.preventforschools.org/

**Public Sector Equality Duty (Equality Act 2010)**

In preparing or amending this policy, the author has given due regard to the Public Sector Equality Duty; that is, they have considered any potential impact on people who share certain protected characteristics. These protected characteristics are defined as: race, disability, sex, age, religion or belief, sexual orientation, pregnancy and maternity and gender reassignment.
Appendix 1 - INDICATORS OF VULNERABILITY TO RADICALISATION

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

2. Extremism is defined by the Government in the Prevent Strategy as: “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”. We also include in our definition of extremism calls for the death of members of our armed forces, whether in this country or overseas.

3. Extremism is defined by the Crown Prosecution Service 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; or
- Foster hatred which might lead to inter-community violence in the UK.”

4. 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.

5. 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 EVAT staff are able to recognise those vulnerabilities.

6. Indicators of vulnerability include:

**Identity Crisis** – the student / pupil is distanced from their cultural / religious heritage and experiences discomfort about their place in society;

**Personal Crisis** – the student / pupil may be experiencing family tensions; a sense of isolation; and low self-esteem; they may have dissociated from their existing 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 student / 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 student / 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;
**Individual Needs** – students / pupils may experience difficulties with social interaction, empathy with others, understanding the consequences of their actions and awareness of the motivations of others.

However, this list is not exhaustive, nor does it mean that all young people experiencing the above are at risk of radicalisation for the purposes of violent extremism.

7. 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; and
- Significant changes to appearance and / or behaviour;
- Experiencing a high level of social isolation resulting in issues of identity crisis and / or personal crisis.
Appendix 2 - ROLES AND RESPONSIBILITIES OF THE SINGLE POINT OF CONTACT (SPOC)

The SPOC for Beaumont Hill Academy is Gemma Elysee, for Haughton Academy is Su Gill, for Springfield Academy is Angela Henderson; for Gurney Pease Academy is Alison Sinclair; for Marchbank Free School is Mandy Southwick. Each SPOC is responsible for:

- Ensuring that staff of the academy are aware that s/he is the SPOC in relation to protecting students/pupils from radicalisation and involvement in terrorism;

- Maintaining and applying a good understanding of the relevant guidance in relation to preventing students/pupils 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 the particular academy in relation to protecting students/pupils from radicalisation and involvement in terrorism;

- Monitoring the effect in practice of the academy’s RE curriculum and assembly policy to ensure that they are used to promote community cohesion and tolerance of different faiths and beliefs;

- Raising awareness within the academy about the safeguarding processes relating to protecting students/pupils from radicalisation and involvement in terrorism;

- Acting as the first point of contact within the academy 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 through the Channel* process;

- Attending Channel* meetings as necessary and carrying out any actions as agreed;

- Reporting progress on actions to the Channel*; and

- Sharing any relevant additional information in a timely manner.

* Channel is a multi-agency approach to providing support to individuals who are at risk of being drawn into terrorist related activity. Channel 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.
## Appendix 3 – Academy Risk Assessments and Action Plan templates

### Risk Assessment template

<table>
<thead>
<tr>
<th>Academy Name:</th>
<th>Designated Lead for safeguarding:</th>
<th>Date of Assessment:</th>
<th>Date for review:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Risk Area</strong></td>
<td><strong>Hazard</strong></td>
<td><strong>Severity (A) 1 - 5</strong></td>
<td><strong>Likelihood (B) 1 - 5</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
## Action Plan template

<table>
<thead>
<tr>
<th>Area of responsibility</th>
<th>Actions to be taken</th>
<th>Outcome</th>
<th>Deadline</th>
<th>Update</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>