

**THE EDUCATION VILLAGE ACADEMY
TRUST**



**PROTECTING CHILDREN FROM
EXTREMISM AND RADICALISATION
POLICY**

EVAT Version Control

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Monitoring and Review

This policy is reviewed bi-annually by the Policy Owner: **Mike Butler**

The next scheduled review date for this policy is February 2025

Values and Ethos

Our values and ethos are inclusive and child centred. Our Trust is founded on the principles of inclusivity, diversity and fairness, and they are fundamental to our delivery of exceptional learning experiences.

EVAT stands for:

- **E**xcellence and high standards
 - a can-do culture and no-excuses ethos
- **V**alues driven with a deep sense of purpose
 - putting children and young people first
 - behaving ethically
- **A**mbitious and aspiration for all
 - irrespective of background or barriers – being truly inclusive
- **T**eamwork
 - we do more, better and faster, together

We are a village. We collaborate, with our learners, their families and our communities, to provide exceptional education so that all the children and young people we serve achieve the best possible outcomes.

Our Ethos is to:

- Create a nurturing and friendly atmosphere and provide an environment where everyone feels valued for who they are
- Bring out the best in every child and young person and meet the full range of their individual needs
- Provide different and unique experiences, challenges and activities
- Show tolerance and respect for each other
- Prepare our children and young people for lifelong learning
- Improve the life chances of every child and young person we serve.

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

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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

1. Statement of Intent

The Education Village Academy Trust (EVAT) deplores terrorism of every kind and of any radical ideology. We are committed to safeguarding and promoting the welfare of all our pupils and students. We will do anything we can to protect our pupils from the threat of terrorism and will not tolerate extremism or radicalisation in our Trust.

Our approach includes where appropriate the use of interventions, sanctions, and involving third parties such as the police.

We support and adhere to the latest guidance from the DfE, which requires schools to actively promote fundamental British values and to ensure that pupils are encouraged to regard people of all faiths, races and cultures with respect and tolerance.

2. 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 principal objectives are that:

- all Trustees, governors and staff will understand what radicalisation and extremism are and why we need to be vigilant in our academies and other settings
- all Trustees, governors and 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).

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

3. Links to Other Policies

This Policy Statement links to the following Trust policies:

- Safeguarding and Child Protection
- Equality Information and Objectives Statement
- Anti-Bullying Policy
- Academy Behaviour Policies.

This policy relates to the radicalisation of pupils. For guidance on specific terrorist incidents, please see our Risk Management, Lockdown and Evacuation Policies and Procedures.

4. Legal Framework

- 4.0. The following:
 - The Counter-Terrorism and Security Act 2015
 - The Childcare Act 2006
- 4.1. This policy also has due regard to statutory and non-statutory departmental advice, including, but not limited to, the following:
 - DfE (2015) 'The Prevent duty'
 - DfE (2021) 'Keeping children safe in education'

5. Definitions

For the purpose of this policy:

- 5.0. **Extremism** – is defined as the holding of extreme political or religious views.
- 5.1. **Radicalisation** – is defined as the process by which an individual or group comes to adopt increasingly extreme political, social, or religious ideals and aspirations.
- 5.2. **Fundamental British values** – are a set of expected standards by which people resident in the UK must live.

6. Safeguarding from Extremism

- 6.0. The Trust protects the right to freedom of expression. This policy is not intended or designed to restrict or prevent legitimate and lawful congregation or debate.
- 6.1. All Trust academies have a dedicated Designated Safeguarding Lead (DSL), who deals with any incidents of extremism and or terrorism within the academy community.
- 6.2. As is the Trust's responsibility under law, we will do our utmost to safeguard our pupils from being drawn into extremism and terrorism.
- 6.3. The Trust has a strong relationship with our Local Safeguarding Partnership and local police, and will not hesitate to involve them at the earliest opportunity if safeguarding issues arise.
- 6.4. The Trust encourages any pupil, parent, staff member or member of the wider academy community to let the relevant DSL know if they have concerns about:
 - pupils becoming radicalised.
 - groups, clubs or societies with extremist or radical views.
 - friends and/or families of pupils becoming radicalised or involved in extremism.
 - pupils planning to visit known areas of conflict.
 - members of The Academy Trust and wider community attempting to draw young and/or vulnerable pupils into extremism.

- 6.5. Visitors and speakers coming into Trust Academies will be vetted prior to them having access to pupils, and all materials handed out to pupils will be checked by an appropriate member of the senior leadership team.

7. 'Channel' and 'Prevent'

- 7.0. Channel, a key element of the Home Office's Prevent strategy, is a multi-agency approach to protect and support 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
- 7.1. As a Trust we will work with the LA, local law enforcement, and religious and community leaders, to identify children vulnerable to radicalisation and to stamp out extremism if it arises. This includes identifying pupils:
- Displaying feelings of grievance and injustice
 - Feeling under threat
 - Searching for identity, meaning and belonging
 - Who have a desire for status amongst their peers
 - Who have a desire for excitement and adventure
 - Displaying a need to dominate and control others
 - Who have a susceptibility to indoctrination
 - Displaying a radical desire for political or moral change
 - Who are susceptible to opportunistic involvement
 - Who have family or friends involved in extremism
 - Susceptible to being influenced or controlled by a group
 - With relevant mental health issues.

8. Preventing Radicalisation

- 8.0. The Trust will assess the risk of pupils being drawn into terrorism through identifying the factors that affect children in the local area and knowing how to identify those at risk.
- 8.1. The Trust always takes allegations and concerns of radicalisation and/or terrorism seriously.
- 8.2. The Trust will help pupils channel their desire for excitement and adventure into suitable and healthy activities.
- 8.3. Extremist propaganda is widely available online. The poisonous messages of extremists and fundamentalists should never be allowed to drown out the voices of the moderate majority.
- 8.4. The Trust will work with local religious and cultural organisations to instil a strong sense of identity in our pupils, as well as a clear place and purpose within the academies.
- 8.5. The Trust recognises that pupils' parents and families are best-placed to spot signs of radicalisation and, as such, will promote effective engagement with parents and families.
- 8.6. The Trust will record all internet activity that takes place on site, and on any academy computers, laptops and tablets off site, and establish appropriate filters to protect children from terrorist and extremist material online, in accordance with the Trust's E-safety Policy.
- 8.7. In accordance with Keeping Children Safe in Education and the Trust's Child Protection and Safeguarding Policy, pupils will be taught about the importance of staying safe online through Personal, Social and Health Education (PSHE) lessons.
- 8.8. The Trust is stronger thanks to our open, multi-faith and multi-racial community. We will always aim to integrate and engage every child within the academy community, and in the wider community.
- 8.9. The Trust will celebrate a range of different religious and cultural festivals across the year giving every child the opportunity to take part.
- 8.10. The Trust will monitor and assess incidents which suggest pupils are engaging, or are at risk of engaging, in extremist activity and/or radicalisation.
- 8.11. Where a pupil has been identified as at risk of radicalisation, the Trust/academy will take action proportionate to the incident/risk.
- 8.12. Whenever the Trust receives information, makes an assessment/judgement or decides to take action in relation to preventing radicalisation points in section 8 of this policy, a record should be kept of the evidence and reasons/justification for any assessment, judgment or action.

9. Making a Judgement

- 9.0. Although extremist behaviour can be presented in many forms, the Trust understands the following as the most obvious indicators:
- Disclosure about extremist or radicalised behaviour by pupils – this could include exposure to materials outside of school
 - Use of specific terms associated with certain ideological views, e.g. 'hate' language
 - Intelligence reports from local and national agencies regarding the radicalisation of groups of people in the local area
 - Focus on specific narratives that highlight particular extremist views
 - Evidence of accessing online materials that include extremist materials
 - Refusal to accept views expressed by others which are counter to the Trust's Equality and Diversity Information and Objectives.
 - Documented concerns raised by parents or family members about the changing behaviour of the pupil
 - References to an extremist narrative in pupils' work.
- 9.1. When assessing whether a pupil is at risk of radicalisation, staff will ask themselves the following questions:
- Does the pupil have access to extremist influences through the internet?
 - Does the pupil possess or actively seek extremist material?
 - Does the pupil sympathise or support extremist groups or behaviour in their speech or written work?
 - Does the pupil's demeanour suggest a new social, religious or political influence, e.g. through jewellery or clothing?
 - Has the pupil previously been a victim of a race hate or religious crime?
 - Has the pupil experienced any major disagreements with their peers, family or faith groups, and leading to rejection, isolation or exclusion?
 - Does the pupil display an irregular and distorted view of religion or politics?
 - Does the pupil display a strong objection towards specific cultures, faiths or race?
 - Is the pupil a foreign national awaiting a decision regarding deportation or immigration?
 - Is there an irregular pattern of travel within the pupil's family?
 - Has the pupil witnessed or suffered from trauma or violence in a war zone or through sectarian conflict?
 - Is there evidence of a relative or family friend displaying extremist views?
- 9.2. A record should be kept of any assessment made under 9.2 above and the reasons for the assessment.

10. Staff Training

- 10.0. The Trust 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 is not limited to, training by the Local Authority.
- 10.1. All DSL, deputy DSLs, staff and governors will undergo Prevent awareness training in order to provide advice and support to staff on protecting pupils from the risk of radicalisation.
- 10.2. All DSLs, deputy DSLs, staff and governors, will also undergo regular training in response to any updates.

See section 17 'Further Support' for a link to training resources.

11. Community Links

- 11.0. The Trust will include discussion about extremism and terrorism in our governance meetings when appropriate.
- 11.1. The Trust will operate an open-door policy for community members to report concerns.
- 11.2. The Trust will open our doors to the community for festivals, religious and other events when appropriate.
- 11.3. Trust academies will select a range of charities to support across the year which represent our academy community, including local community groups.

12. Making a Referral

- 12.0. Parents will be contacted to discuss the issue and investigate where there are any mitigating home circumstances, unless doing so would put the pupil at further risk of harm. A decision will be made during this meeting or conversation to determine whether a referral should be made to the Channel Panel.
- 12.1. In most cases, the DSL will refer the case to the Channel Panel where there is a radicalisation concern, as appropriate.
- 12.2. Staff members may make referrals to the Channel Panel if they deem it necessary – the DSL will be notified in all cases and will support staff members who do so.
- 12.3. Staff members will be informed that they may be asked to attend a Channel Panel to discuss the pupil who has been referred to determine whether support is required.
- 12.4. The LA's Channel Panel will decide which support, if any, is required and arrange for this support to be implemented.
- 12.5. The DSL will follow up any referrals and the pupil will be monitored for a period of time to determine whether there have been any changes in behaviour. Parents will be consulted during this period, unless doing so would put the pupil at further risk of harm.
- 12.6. If any concerns are raised, the DSL will contact the Channel Panel to discuss further steps.
- 12.7. The DSL will record and retain all incidents for academy records.

13. Promoting Fundamental British Values

- 13.0. Through the curriculum, Trust academies will uphold British values by:
 - Teaching our pupils a broad and balanced international history
 - Representing the cultures of all of our pupils across the subject
 - Teaching a wide range of English and non-English literature
 - Commemorating World War 1 and 2
 - Demonstrating the historical importance of the Commonwealth.
- 13.1. Through our social, moral, spiritual and cultural programmes, the Trust will:
 - Enable pupils to develop their self-knowledge, self-esteem and self-confidence
 - Enable pupils to distinguish right from wrong and to respect the civil and criminal law of England
 - Encourage pupils 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 each academy and to society more widely
 - Enable pupils 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 pupils to acquire an appreciation of, and respect for, their own and other cultures
- Encourage respect for other people
- 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.

13.2. The Trust will do this by:

- Including material on the strengths, advantages and disadvantages of democracy, and how democracy and the law work in Britain as part of our curriculum
- Ensuring that all pupils within its academies have a voice that is listened to (thus demonstrating how democracy works) via a school council whose members are voted for by the pupils
- Using opportunities such as general or local elections to hold mock elections to offer pupils the chance to engage in politics from an early age
- Offering pupils the opportunity to learn how to argue and defend points of view
- Using teaching resources from a wide variety of sources to help pupils understand a range of faiths
- Considering the role of extra-curricular activities, including any activity run directly by pupils, in promoting fundamental British values.

14. Procedures for Referrals

14.0. 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), normally the DSL, will be the lead within each academy for safeguarding in relation to protecting individuals from radicalisation and involvement in terrorism.

14.1. 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.

15. Risk Reduction

- 15.0. Principals and the Designated Safeguarding Leads will assess the level of risk within their academies and put actions in place to reduce any identified risks.
- 15.1. See Appendix 3. Principals will keep governors and the Chief Executive apprised of risks and mitigating actions.

16. The Role of the Curriculum

- 16.0. Trust academy curricula promote 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.
- 16.1. 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.
- 16.2. 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.

17. Further Support

If you think someone is in immediate danger, or if you see or hear something that may be terrorist-related, trust your instincts and call 999 or the confidential Anti-Terrorist Hotline on 0800 789 321.

The **national police Prevent advice line** is 0800 011 3764

Call in confidence, to share your concerns with specially trained Prevent officers.

Available daily 9.00am - 5.00pm.

Calls outside of these hours will be transferred to specialist Counter Terrorism officers.

If you're deaf, hard of hearing or have a speech impairment, a police non-emergency number is available as a text phone service on 18001 101.

DfE's Counter Extremism Helpline - (020 7340 7264) for academy staff, trustees and governors to raise concerns relating to extremism directly and in confidence.

All referrals for PREVENT should be e-mailed to:

HQspecialbranch@durham.pnn.police.uk

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

Prevent Duty Guidance and Resources

<https://www.gov.uk/government/publications/the-prevent-duty-safeguarding-learners-vulnerable-to-radicalisation>

<https://www.gov.uk/government/publications/prevent-duty-self-assessment-tool-for-schools>

<https://educateagainsthate.com/> - Government advice and trusted resources for schools to safeguard students from radicalisation, build resilience to all types of extremism and promote shared values. Includes guidance, classroom resources and staff training resources.

<https://www.gov.uk/government/publications/channel-and-prevent-multi-agency-panel-pmap-guidance>

<https://www.gov.uk/government/publications/prevent-strategy-2011>

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

<http://www.safeguardingdurhamadults.info/article/18074/Prevent-Training-> - e-learning package suitable for all staff, governors and trustees

Useful websites

Resources to use with pupils

<http://www.wherestheline.co.uk/>

<http://www.preventforschools.org/>

18. 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 Radicalism

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 Richard Gartland; for Gurney Pease Academy is Alison Sinclair; for Marchbank Free School is Tess Wright.

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.