



Beacon Academy Trust

A COMPELLING VISION FOR SUCCESS

BMAT Preventing Extremism and Radicalisation Policy

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1. Introduction

Beacon Multi Academy Trust (BMAT) is committed to providing a secure environment for all students, staff and stakeholders.

The current threat from terrorism extremism in the United Kingdom can involve the exploitation of vulnerable people, including children, young people and vulnerable adults to involve them in terrorism or activity in support of terrorism.

Since 2010, when the Government published the Prevent Strategy, there has been an awareness of the specific need to safeguard children, young people and families from violent extremism. There have been several occasions both locally and nationally 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.

BMAT values freedom of speech and the expression of beliefs / ideology as fundamental rights underpinning our society's values. Both students and teachers 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 extremism and terrorism. The normalisation of extreme views may also make children and young people vulnerable to future manipulation and exploitation. BMAT is clear that this exploitation and radicalisation should be viewed as a safeguarding concern.

Our school's Preventing Extremism and Radicalisation Policy also draws upon the guidance contained in the "Prevent Strategy, 2011", DfE Guidance "Keeping Children Safe in Education, 2014"; "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.

Definitions of radicalisation and extremism, and indicators of vulnerability to radicalisation are to be found in Appendix 1.

In adhering to this policy and the procedures therein, staff, governors, volunteers and visitors will contribute to BMAT's delivery of the outcomes to all children, as set out in the Children Act 2004.

2. School Ethos and Practice

- 2.1 There is no place for extremist views of any kind in our school, whether from internal sources – students, staff or governors, or external sources - school community, external agencies or individuals.
- 2.2 It is imperative that our students and parents see our school as a safe place where they can discuss and explore controversial issues safely and in an unbiased way and where our teachers encourage and facilitate this.
- 2.3 As a school we recognise that extremism and exposure to extremist materials and influences can lead to poor outcomes for our students. We also recognise that if we fail to challenge extremist views we are failing to protect our students.
- 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.
- 2.5 Therefore, at BMAT we will provide a broad and balanced curriculum, delivered by skilled professionals, so that our Students are enriched, understand and become tolerant of difference and diversity and also to ensure that they thrive, feel valued and not marginalised.
- 2.6 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 students 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 students, staff, visitors or parents will always be challenged and where appropriate dealt with.
- 2.8 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 reports of changes in behaviour, friendship or actions and requests for assistance
 - Local 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 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

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 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 during PSHE and Citizenship lessons; 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 students build resilience to extremism and give Students 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.
- 3.3 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.
- 3.4 This approach will be embedded within the ethos of our school so that students know and understand what safe and acceptable behaviour is in the context of extremism and radicalisation. This will work in conjunction with our schools approach to the spiritual, moral, social and cultural development of Students as defined in Ofsted's School Inspection Handbook and will include a programme of assemblies dedicated to promoting fundamental British values to help further promote this rounded development of our students.
- 3.5 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 students who may be vulnerable to such influences as part of our wider safeguarding responsibilities and where we believe a student is being directly affected by extremist materials or influences we will ensure that that student is offered mentoring.
- 3.6 Additionally in such instances our school will seek external support from the Police and/or local partnership structures working to prevent extremism.
- 3.7 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 Students 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 Students safe and prepare them for life in modern multi-cultural Britain and globally.

4. **Use of External Agencies and Speaker**

- 4.1 At BMAT we encourage 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.
- 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 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 our students.
- 4.3 School will assess the suitability and effectiveness of input from external agencies or individuals to ensure that:
- Any messages communicated to students support fundamental British Values
 - Any messages communicated to students are consistent with the ethos of the school and do not marginalise any communities, groups or individuals
 - Any messages communicated to students 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
- 4.4 We recognise, however, that the ethos of the school 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.
- 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 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. See Appendix 2 'Safeguarding students from radicalisation'.

5. **Risk reduction**

- 5.1 The governors, the Executive Headteacher, Headteacher, Principal and the Senior Designated Safeguarding Lead will assess the level of risk within the school and put actions in place to reduce that risk. The Risk Assessment/Action Plan format can be found in Appendix 3.
- 5.2 The school will screen staff, visitors and volunteers to ensure that they will not deliver messages of extremism or radicalisation.
- 5.3 This risk assessment will be reviewed at least annually and reported to the Local Governing Body (LGB) that is monitored by the Trust.

6. Response

- 6.1 Our schools, like all others, are required to identify a Prevent Single Point of Contact (SPOC) who will be the lead within the organisation for safeguarding in relation to protecting individuals from radicalisation and involvement in terrorism. The responsibilities of the SPOC are described in Appendix 4.
- 6.2 All members of 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)
- 6.3 Therefore all adults working in BMAT (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 or if they have concerns that a student may be at risk of radicalisation or involvement in terrorism They should speak with the SPOC or to the Senior Designated Safeguarding Lead.

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. Students 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 school staff are able to recognise those vulnerabilities.
6. Indicators of vulnerability include:
 - Identity Crisis – the student is distanced from their cultural / religious heritage and experiences discomfort about their place in society;
 - Personal Crisis – the student 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 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;

- Special Educational Need – students may experience difficulties with social interaction, empathy with others, understanding the consequences of their actions and awareness of the motivations of others.

7. 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.

8. 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

Safeguarding students from radicalisation

May 2015

“Schools have a vital role to play in protecting pupils from the risks of extremism and radicalisation, a role which will be underpinned by the new duty in the Counter-Terrorism and Security Act 2015 ‘to have due regard to the need to prevent people from being drawn into terrorism’, due to come into force on 1 July.” Rosemary Pratt, Director, Due Diligence and Counter Extremism Group. March 2015

The Counter-Terrorism and Security Act 2015

The Act contains a duty on *specified authorities* (including maintained schools, independent schools, academies and free schools) to have due regard to the need to prevent people from being drawn into terrorism. The specified authorities will need to demonstrate activity in the following areas:

1. Risk Assessment:

- Assess the risk of children being drawn into terrorism, including support for extremist ideas that are part of terrorist ideology. This should be based on an understanding, shared with partners, of the potential risk in the local area
- Demonstrate that they 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. Institutions will need to consider the level of risk to identify the most appropriate referral, which could include *Channel* or *Children’s Social Care*, for example. These policies should set out clear protocols for ensuring that any visiting speakers – whether invited by staff or by children themselves – are suitable and appropriately supervised.

2. Working in partnership

Schools should ensure that their safeguarding arrangements take into account the policies and procedures of the *Local Safeguarding Children’s Board (LSCB)*.

3. Staff training

Make sure that staff have training that gives them the knowledge and confidence to identify children at risk of being drawn into terrorism, and to challenge extremist ideas which can be used to legitimise terrorism and are shared by terrorist groups. They should know where and how to refer children and young people for further help.

4. ICT policies

Ensure that children are safe from terrorist and extremist material when accessing the internet in school, including by establishing appropriate levels of filtering

Terminology

Prevent Strategy (published 2011) is part of the government’s overall counter-terrorism strategy, *CONTEST*.

The aim of the Prevent Strategy is to reduce the threat to the UK from terrorism by stopping people becoming terrorists or supporting terrorism.

Channel forms a part of the Prevent strategy. The process is a multi-agency approach to identify and provide support to the individuals who are at risk of being drawn into terrorism.

Schools are identified in the 2015 Act as being **partners** of Channel panels and thus are required to co-operate with the panel in the carrying out of its functions and with the police in undertaking the initial assessment as to whether a referral is appropriate.

WRAP training: Workshop to Raise Awareness of Prevent (Home Office)

Resources:

“Prevent Tragedies” on-line campaign launched by the police (<http://www.preventtragedies.co.uk/>)

“Families Matter”, run by Families Against Stress and Trauma (<http://www.familiesmatter.org.uk/>)

London Grid for Learning on-line e-safety resources: www.radicalisation.lgfl.net

Dedicated telephone help to enable school staff and governors to raise concerns relating to extremism in confidence (020 7340 7264)

ASCL Guidance Papers 121 + 123 *An Exploratory Evaluation Framework + Statutory Duties Related to Safety and Safeguarding, Equalities, British Values, the Curriculum and Governance*

“Extreme Measures”. David Wright’s article in the May / June edition of ASCL’s *Leader Magazine Inspire* – an NGO counter-extremism and human rights organisation seeking to address inequalities facing British Muslim women. Headed by Sara Khan. www.wewillinspire.com

Documents:

Keeping Children Safe in Education March 2015 <https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>

Promoting Fundamental British values as part of SMSC in schools DfE November 2014
https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/380595/SMSC_Guidance_Maintained_Schools.pdf

Channel Guidance : Protecting Vulnerable People from being Drawn into Terrorism (2015)
https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/425189/Channel_Duty_Guidance_April_2015.pdf

Appendix 3

Suggested Prevent Duty Risk Assessment/Action Plan

<u>No</u>	<u>Prevent Vulnerability/Risk Area</u>	<u>Risk Y/N</u>	<u>Action taken/already in place to mitigate/address risk</u>	<u>Owner</u>	<u>When</u>	<u>RAG</u>
1	<p><u>LEADERSHIP</u> Do the following people have a good understanding of their own and institutional responsibilities in relation to the "Prevent Duty"?</p> <ul style="list-style-type: none"> • Board of Trustees • Local governing Body • SLT, including Safeguarding lead • Staff 					
2	<p><u>Partnership</u> 1) Is there active engagement from the institution's Governors, SLT, managers and leaders? 2) Does the institution have an identified single point of contact (SPOC) in relation to Prevent? 3) Does the institution engage with the Local Authority Prevent Coordinator, Police Prevent Leads and engage with local Prevent Boards/Steering Groups at strategic and operational level?</p>					
3	<p><u>Staff Training</u> Do all staff have sufficient knowledge and confidence to:</p>					

	<ol style="list-style-type: none"> 1. Exemplify British Values in their management, teaching and through general behaviours in the institution 2. Understand the factors that make people vulnerable to being drawn into terrorism and to challenge extremist ideas which are used by terrorist groups and can purport to legitimise terrorism 3. Have sufficient training to be able to recognise this vulnerability and be aware of what action to take in response 					
5	<p><u>Speakers and Events</u></p> <ol style="list-style-type: none"> 1) Is there an effective policy/framework for managing speaker requests? 2) Is it well communicated to staff/students and complied with? 3) Is there a policy/framework for managing on events i.e. charity events? 					
6	<p><u>Safety Online</u></p> <ol style="list-style-type: none"> 1) Does the institution have a policy relating to the use of IT and does it contain a specific reference and inclusion of the Prevent Duty? 2) Does the institution employ filtering/firewall systems to prevent staff/students/visitors from accessing extremist websites and material? 3) Does this also include the use of their own devices via Wi-Fi? 					

	4) Does the system alert to serious and/or repeated breaches or attempted breaches of the policy?					
7	<u>Prayer and Faith Facilities</u> 1) Does the institution have prayer facilities? 2) Are there good governance and management procedures in place in respect of activities and space in these facilities?					
8	<u>School Security</u> 1) Are there effective arrangements in place to manage access to the school by visitors and non-students/staff? 2) Is there a policy regarding the wearing of ID on school premises Is it enforced?					
9	<u>Safeguarding</u> 1) Is protection against the risk of radicalisation and extremism included within Safeguarding and other relevant policies? 2) Do Safeguarding and welfare staff receive additional and on-going training to enable the effective understanding and handling of referrals relating to radicalisation and extremism? 3) Does the institution utilise Channel as a support mechanism in cases of radicalisation and extremism? 4) Does the institution have a policy regarding referral to Channel identifying a recognised pathway and threshold for referral?					

11	<p><u>Incident Management</u></p> <ol style="list-style-type: none"> 1) Does the institution have a critical incident management plan which is capable of dealing terrorist related issues? 2) Is a suitably trained and informed person identified to lead on the response to such an incident? 3) Does the Communications/Media dep't understand the nature of such an incident and the response that may be required? 4) Does the institution have effective arrangements in place to identify and respond to tensions which might impact upon staff, student and/or public safety? 5) Are effective arrangements in place to ensure that staff and students are appraised of tensions and provide advice where appropriate? 					
12	<p><u>Staff and Volunteers</u></p> <ol style="list-style-type: none"> 1) Does awareness training extend to sub-contracted staff and volunteers? 2) Is the institution vigilant to the radicalisation of staff by sub-contracted staff and volunteers? 					
13	<p><u>Governance</u></p> <p>Is resilience to extremism built into systems, including;</p> <ol style="list-style-type: none"> 1) Effective appointment procedures, 2) Training, 3) Governors' procedures, 4) Credible whistleblowing arrangements. 					

14	<u>Equalities and community cohesion</u> Is there school engagement with local communities?					
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Appendix 4

Preventing violent extremism -

Roles and responsibilities of the single point of contact (SPOC)

The SPOC is responsible for:

- Ensuring that staff of the school are aware that you are the SPOC in relation to protecting students from radicalisation and involvement in terrorism;
- Maintaining and applying a good understanding of the relevant guidance in relation to preventing students/Students 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 BMAT in relation to protecting Students from radicalisation and involvement in terrorism;
- Monitoring the effect in practice of the school'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 school about the safeguarding processes relating to protecting students from radicalisation and involvement in terrorism;
- Acting as the first point of contact within the school for case discussions relating to students who may be at risk of radicalisation or involved in terrorism;
- Collating relevant information from in relation to referrals of vulnerable students into the Channel* process;
- attending Channel* meetings as necessary and carrying out any actions as agreed;
- Reporting progress on actions to the Channel* Co-ordinator; and
- Sharing any relevant additional information in a timely manner.

Channel is a multi-agency approach to provide support to individuals who are at risk of being drawn into terrorist related activity and it 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.