

Alexandra Academy Trust Prevention of Extremism and Radicalisation Policy



If you need this in an alternative format
please contact the Alexandra Academy Trust.

For approval by the Trust Board	Autumn 2021
For Review	Autumn 2024

Signed _____ (Chair of Trustees)

Dated _____

Prevention of Extremism and Radicalisation policy

Trust Mission statement

'Working together to create better futures'

Introduction

The Alexandra Academy Trust is fully committed to safeguarding and promoting the welfare of all its children and staff; providing a secure environment where they feel safe and are kept safe.

All adults in our Academies and Day Nursery recognise that safeguarding is everyone's responsibility irrespective of the role they undertake. The approach we take towards protecting our children against radicalisation and extremism is no different to safeguarding against any other vulnerability in today's society.

This Preventing Extremism and Radicalisation Safeguarding Policy is one element within our overall Academy and Day Nursery arrangements to Safeguard and promote the welfare of all children in line with our statutory duties.

Our Academy Trust fully recognises the contribution it can make to promoting the welfare of children and protecting them from harm. This policy sets out our strategies and procedures to protect vulnerable children from being radicalised or exposed to extremist views.

At the Alexandra Academy Trust we will ensure that:

- All staff, volunteers, Governors and Trustees, have an understanding of what radicalisation and extremism is and why we need to be vigilant in the Academies and Day Nursery
- Through training, staff, volunteers, Governors and Trustees will know what the Academy Trust policy is on tackling extremism and radicalisation and how to respond when concerns arise
- Through our curriculum, we will promote the spiritual, moral, social and cultural development of children.
- Parents/carers and children will know that the Academies have policies in place to keep children safe from harm and that the Academies and Day Nursery regularly review these systems to ensure they are appropriate and effective.

This policy applies to all children, staff, parents/carers, Governors, Trustees, volunteers and visitors.

Ethos and Practice

When operating this policy we use 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'.

The full Government Prevent Strategy can be viewed at https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/97976/prevent-strategy-review.pdf

There is no place for extremist views of any kind in our Academy Trust, whether from internal sources – children, staff, Governors or Trustees, or external sources - Academy community, external agencies or individuals. Our children see our Academies and Day Nursery as a safe place where they can explore controversial issues safely and where our staff encourage and facilitate this; we have a duty to ensure this happens.

Our Academy Trust, provides a broad and balanced curriculum, delivered by skilled professionals, so that our children are enriched, understand and become tolerant of difference and diversity and also to ensure that they thrive, feel valued and not marginalised.

Any prejudice, discrimination or extremist views, including derogatory language, displayed by children or staff will always be challenged and where appropriate dealt with in line with our Positive Behaviour Policy for children and the Staff Code of Conduct Policy.

Alexandra Academy Trust will ensure that all of our teaching approaches help our children build resilience to extremism and give children 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.

Our approach will be embedded within the ethos of the Academies so that children know and understand what safe and acceptable behaviour is in the context of extremism and radicalisation. This will work in conjunction with our Academy Trust's approach to the spiritual, moral, social and cultural development of children and will include assemblies. 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:

- Open discussion and debate
- Work on anti-violence and restorative approaches
- Focussed educational programmes

The Academy Trust will closely follow any locally agreed procedures as set out by the Local Safeguarding Children Board's agreed processes and criteria for safeguarding individuals vulnerable to extremism and radicalisation. In the event of concerns about a person becoming radicalised consideration will be given to using the Cheshire East Channel process. Channel is a bespoke panel which meets to address issues of individuals who have been identified as being at risk of radicalisation but have not committed any terrorism offence.

Roles and Responsibilities

It is the responsibility of **every** member of staff, Governor, Trustee, volunteer and regular visitor to any of our Academies and Day Nursery to ensure that they carry out the requirements of this policy and, at all times, work in a way that will safeguard and promote the welfare of all of our children.

The Board of Trustees are accountable for ensuring the effectiveness of this policy and our compliance with it.

The Trustees will ensure that:

- All staff undertake appropriate training that equips them with the skills to identify and respond appropriately to concerns regarding extremism and radicalisation
- The Principal and Designated Safeguarding Lead (DSL) will assess the risk of children being drawn into extremist views. The risk assessment may include consideration of each Academy's curriculum, the use of Academy premises by external agencies and any other local issues relating to each of the Academy communities
- A broad curriculum is in place to deliver the spiritual, moral, social and cultural development of children
- Appropriate safeguarding arrangements are in place by working in partnership with other agencies and communities as required. The External Speaker/Presenter Planning document (see Appendix A) must be adhered to, following a discussion with the Principal or Designated Safeguarding Lead
- There are systems in place for keeping children safe from extremist material when accessing the internet in our Academy Trust by using effective filtering and usage policies

The DSL will act as the point of contact within each Academy and Day Nursery for any concerns relating to radicalisation and extremism.

The DSLs at each Academy will make referrals in accordance with Cheshire East Channel procedures to ChECS, where appropriate, and will represent the Academies and Day Nursery at Channel Panels as required.

The DSLs are responsible for ensuring that all staff members and volunteers are aware of our policy and the procedures they need to follow. They will ensure that all staff have received appropriate training.

Training

Through training, the Academy Trust will ensure that all our staff are made fully aware of the threats, risks and vulnerabilities that are linked to radicalisation. Staff will be able to identify children at risk of being drawn into extremism and develop the confidence to challenge extremist ideas. All staff will understand how we can provide support to ensure that our children are resilient and supported to resist involvement in radical or extreme activities.

The Board of Trustees also undertake appropriate training to ensure they are able to carry out their duty to safeguard all of the children within the Academy Trust.

The Role of the Curriculum

At the Alexandra Academy Trust we will provide a broad and balanced curriculum and promote the spiritual, moral, social and cultural development. Children will be encouraged to regard people of all faiths, races and cultures with respect and tolerance. At our Academies and Day Nursery 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 children to respect one another and to respect and tolerate difference, especially those of a different faith or no faith. It is our fundamental responsibility to keep our children safe and prepare them for life in modern multi-cultural Britain and globally.

Through our curriculum we will aim to:

- enable children to develop their self-knowledge, self-esteem and self-confidence
- enable children to distinguish right from wrong and to respect the civil and criminal law of England
- encourage children 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 Day Nursery and to society more widely
- enable children 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 children 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 the United Kingdom.

We will achieve this by through a broad and balanced curriculum that includes: promoting British Values, Philosophy for Children, Personal, Social, Health, Education, Assemblies, class discussions, Social, Moral Cultural and Spiritual education.

Visitors and the Use of the Academy and Day Nursery Premises

The Academy Trust recognises the role that external agencies and speakers can play in enhancing the learning experiences of our children. Where we use external agencies and individuals in this way, we will positively vet them to ensure that their messages are consistent with, and not in opposition to, the Academy Trust's values and ethos.

Each Academy will assess the suitability and effectiveness of input from external agencies or individuals to ensure that:

- Any messages communicated to children are consistent with the ethos of the Academy Trust 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 children 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 children

All guest speakers and external agencies will be provided with a copy of our safeguarding procedures on arrival at each Academy and Day Nursery and will be appropriately supervised at all times.

When an agreement is made to allow non-school groups or organisations to use one of the Academy and Day Nursery premises, appropriate checks will be made before agreeing the contract. Usage will be monitored and in the event of any behaviour not in keeping with the Prevention of Extremism and Radicalisation Policy, the Academy will contact the Prevent Officer and terminate the arrangement.

Procedures for Managing Concerns

The Academy Trust adheres to the procedures that have been agreed locally through the Cheshire East Safeguarding Children Board for safeguarding individuals vulnerable to extremism and radicalisation.

We recognise that all Academy Trust staff play an important role, as they are in a position to identify concerns early and provide help for children to prevent concerns from escalating.

All staff are advised to maintain an attitude of 'it could happen here' where safeguarding is concerned and this includes vulnerability to radicalisation.

At all times we will work in partnership and endeavour to establish effective working relationships with parents/carers and colleagues from other agencies in line with Working Together to Safeguard Children (2018).

The DSL should be the first point for contact any safeguarding concerns in each Academy and Day Nursery.

Any member of staff or any visitor who receives a disclosure of, or suspects that a child is at risk of radicalisation must report it immediately to the DSL or, if unavailable, to the relevant Deputy Designated Safeguarding Lead.

Following receipt of any information raising concern about vulnerability to radicalisation, the DSL will consider what action to take and will follow Cheshire East Safeguarding procedures by consulting with ChECS and contacting the Prevent Co-ordinator.

All information and actions taken, including the reasons for any decisions made, will be fully documented.

If an allegation is made or information is received about an adult who works in one of our settings which indicates that they may be unsuitable to work with children because of concerns relating to extremism and radicalisation, the member of staff receiving the information should inform the Principal or Chair of Trustees immediately in line with the procedures outlined in our Child Protection and Safeguarding Policy and the Whistleblowing Policy.

Warning Signs/Indicators of Concern

Taken from Prevent Duty Guidance: England & Wales, HM Government 2015.

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.

Factors which may make children more vulnerable may include:

Identity Crisis: the child is distanced from their cultural/religious heritage and experiences discomfort about their place in society.

Personal Crisis: the child may be experiencing family tensions; a sense of isolation; 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 child's country or region of origin may contribute to a sense of grievance that is triggered by personal experience of racism or discrimination.

Unmet Aspirations: the child may have perceptions of injustice; a feeling of failure.

Experiences of Criminality: involvement with criminal groups, imprisonment, poor resettlement or reintegration.

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

Vulnerable Children:

Children who are vulnerable to radicalisation may also be experiencing:

- Substance and alcohol misuse
- Peer pressure
- Influence from older people or via the Internet
- Bullying
- Domestic violence
- Race/hate crime
- Being in contact/spending increasing time with extremist recruiters other suspected extremists

Behaviours which may indicate a child is at risk of being radicalised or exposed to extremist views could include

- Being in contact with extremist recruiters and/or spending increasing time in the company of other suspected extremists
- Loss of interest in other friends and activities not associated with the extremist ideology, group or cause; attempts to recruit others to the group/cause

- Accessing extremist material online, including through social networking sites; possessing or accessing materials or symbols associated with an extremist cause
- Voicing opinions drawn from extremist ideologies and narratives, this may include justifying the use of violence to solve societal issues
- Changing their style of dress or personal appearance to accord with the group
- Using insulting to derogatory names for another group

Outcomes

This policy will promote the excellent ethos of the Academy Trust. It will promote the high expectations set out in the Academy Trust's Aims and Code of Conduct and endorse British Values.

This policy should be read in conjunction with:

- Acceptable Use Policy (Trust)
- Anti-Bullying Policy (School policy)
- Attendance Policy (School policy)
- Cheshire East Local Safeguarding Children Procedures
- Children Missing Education Policy (Trust)
- Child Protection and Safeguarding Policy (Trust/School)
- Curriculum Policies
- Educational Visits and Overnight Stays Policy (school policy)
- E-Safety Policy (school policy)
- GDPR Policy (Trust)
- Health & Safety Policy (school policy)
- Inclusion Policy (school policy)
- [Keeping Children Safe in Education 2020 DFE](#)
- Positive Behaviour Policy (school policy)
- Protecting Children, Staff and Visitors Policy (school policy)
- Special Educational Needs Policy (Trust)
- Single Equality Policy (Trust)
- Social Media Policy (school policy)
- Staff Code of Conduct Policy (in staff Handbook)
- Volunteers and Visitors Policy (school policy)
- Whistle-Blowing Policy (Trust)
- [Working Together to Safeguard Children 2018](#)

Appendix A	
External Speaker/Presenter Planning document	
Pre-Delivery Meeting	
Details of staff member identified as main contact prior to the day and on the day:	Name: Contact Number:
Details of visiting presenter/s on the day:	Names: Contact Numbers:
Arrangements for checking DBS status of all presenters	
Date/s of sessions	
Timings of session/s	
Risk Assessment in relation to the session/s	
Number of students attending each session	
Age and Year Group of students attending	
Number and names of adults supporting in each session	
Academy: let children and their parents/carers know the types of things to be covered. Obtain written parental permission if necessary	Agreed content of the session
Academy: Identify any children exempt on religious grounds or due to emotional issues and communicate the alternative arrangements to those children prior to the session	
Trainer: 5 working days before the event send items to be photocopied through to the Academy Academy: ensure that these are copied and to hand on the day	
Academy: communicate the following responsibilities to staff prior to their attending the session: <ul style="list-style-type: none"> • Identify any key information relating to students to the trainer prior to the start of the session e.g. students with disabilities or medical conditions which may impact e.g. hearing, sight, epilepsy etc. • The expectations of staff while in the session: to monitor child/student responses, to identify those who act out of character, to identify areas for further work/reinforcement, to positively praise those contributing well 	

<ul style="list-style-type: none"> • What to do if a student discloses/becomes visibly upset/starts to disrupt the session/becomes medically unwell • To bring to the attention of the DSL safeguarding concerns • To ensure that the presenter sticks to the agreed brief and to step in if content, delivery, or behaviour of the presenter is unacceptable <i>(the trainer should never be unsupported in the sessions)</i> 	
<p>Academy to ensure that a suitable room is identified e.g.</p> <ul style="list-style-type: none"> • Adequate seating • Flipchart/projector/sound system • Good ventilation • No interruptions 	<p>Room layout</p> <p>Equipment needed</p>
On the day	
<p>Trainer to notify the Academy asap if there are any changes to timings/if they are held up etc.</p> <p>The Academy to notify the trainer asap if there are any changes (These occasions should be extremely rare)</p>	
<p>Students to be on time</p> <p>Trainer to keep to timings</p>	
<p>Mutual responsibility to that agreements made prior to the session/s are adhered to and any concerns/alterations are notified to the key contact at the Academy without delay</p>	
Following the event	
<p>Date on which follow up meeting will take place with a group of students and key members of staff</p>	
<p>Action plan to be agreed</p>	