



STEP Academy Trust

Preventing Extremism and Radicalisation Policy

Date of Policy: July 2015

Review: July 2016

Rationale

The STEP Academy Trust is fully committed to safeguarding and promoting the welfare of all its pupils. Every member of staff recognises that safeguarding against radicalisation and extremism is no different from safeguarding against any other vulnerability in today's society. 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.

STEP Academies are increasingly seen as being on the front-lines of the battle to prevent extremism. The duty to prevent extremism has now been enshrined in law under the 2015 Counter-Terrorism and Security Act which came into force on July 1st. This Act states that schools have a further legal requirement and new duties to ***'protect pupils from extremism and radicalisation.'*** In practice this means continuing the work we do to promote and celebrate British values however, it also puts a requirement on schools to incorporate an approach noted in the Act called ***'Prevent'***.

In formulating this policy, the STEP Directors have taken account of the guidance from the Department for Education (DfE) who has called for all public bodies to make explicit their preventative measures to minimise the threat of extremism in their setting. This requires all STEP Academies to train staff on the preventative measures that are set out in this Policy and also to have a section on each Academy website that make clear how we promote British Values. David Livingstone Academy has an exemplar website page as a [guide](#).

Our Preventing Extremism and Radicalisation Policy sets out our beliefs, strategies and procedures to protect vulnerable individuals from being radicalised or exposed to extremist views, by identifying who they are and promptly providing them with support.

The following guidelines and resources should also be read when working with this policy:

- [PREVENT](#) a variety of resources to educate and safeguard children;
- [Counter-Terrorism Security Act 2015](#)
- [Learning together to be safe](#) DCSF
- [Keeping Children Safe in Education DfE 2014](#)
- [Working Together to Safeguard Children HM Government 2013](#)
- [Lgfl documents](#)
- [RESilience](#): building confidence for teachers to handle contentious issues in RE
- [Victvs](#): teaching and learning resources
- [Parent/Carer advice booklet](#).

This policy is to be read in conjunction with our Safeguarding Policies: Child Protection; Safeguarding; Equality; Anti-bullying; Behaviour and E-Safety 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 are safe from harm.

The principle objectives are that:

- All pupils, staff and parents/carers are expected to adopt and live out the Core Values of RRS (Rights Respecting), which complement the key “British Values” of tolerance, respect, understanding, compassion and harmonious living.
- STEP Academies help to protect children from extremist and violent views in the same ways that they help to safeguard children from drugs, gangs and alcohol. Our work on ‘Prevent’ can be seen in this context.
- Pupils are helped to understand the importance of democracy and freedom of speech, through our PSHE, RRS (Rights Respecting) and SEAL (Social Emotional Aspects of Learning) assemblies and through the elected School Council members, RRS Warriors and Pupil Advocates.
- Pupils are taught how to keep themselves safe, in school and when using the internet.
- Pupils participate in local community events so that they appreciate and value their neighbours and friends who may not share their faith background.
- Pupil’s wellbeing, confidence and resilience is promoted through our planned curriculum and out of hours learning opportunities.
- Pupils are supported in making good choices from a very young age, so they understand the impact and consequences of their actions on others.
- Governors, teachers, teaching assistants and non-teaching staff demonstrate an understanding of what radicalisation and extremism are and why we need to be vigilant in our Academies.
- All pupils will understand the dangers of radicalisation and exposure to extremist views; building resilience against these and knowing what to do if they experience them.
- All parents/carers and pupils will know that the school has policies in place to keep pupils safe from harm and that the school regularly reviews its systems to ensure they are appropriate and effective.

Definitions and Indicators:

The STEP Academy Trust has a **zero tolerance** approach to extremist behaviour for all community members. We rely on our strong values to steer our work and ensure the pastoral care of our pupils protects them from exposure to negative influences. All STEP staff must know what radicalisation and extremism are and how they lead to terrorism. We can help to identify children whose behaviour suggests that they are being drawn into terrorism. The purpose must be to protect children from harm and to ensure that they are taught in a way that is consistent with the law and the country’s values. Awareness of Prevent and the risks it is intended to address are vital. STEP staff can help to identify children whose behaviour suggests that they are being drawn into terrorism or extremism. These children can then be referred to the relevant agencies.

Radicalisation is defined as the process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups.

Extremism is defined as the holding of extreme political or religious views that oppose British Values, including the democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs. This also includes calls for the death of members of our armed forces.

The duties in the DfE’s Teachers’ Standards that are relevant to combating extremism. For example, the standards say that teachers must:

- Show tolerance of and respect for the rights of others;
- Not undermine fundamental British values;
- Ensure that personal beliefs are not expressed in ways that exploit pupils’ vulnerability or might lead them to break the law.

Indicators: there are a number of behaviours which may indicate a child is at risk of being radicalised or exposed to extreme views. These include:

- Changing their style of dress or personal appearance to accord with the group.
- Day-to-day behaviour becoming increasingly centred on an extremist ideology, group or cause.
- Possession of materials or symbols associated with an extremist cause.
- Using insulting or derogatory names to another group/person.

Increase in prejudice-related incidents committed by that person – these may include:

- physical or verbal assault;
- provocative behaviour;
- derogatory name calling;
- possession of prejudice-related materials;
- prejudice related ridicule or name calling;
- inappropriate forms of address;
- refusal to co-operate;
- condoning or supporting violence towards others.

How might STEP Academies prevent radicalisation and extremism?

Our role, in each Academy and as a Trust, is outlined more specifically in the DCSF document 'Learning together to be safe', a toolkit to help schools contribute to the prevention of violent extremism. Primarily our work will be concerned with PREVENTION.

The 2015 Counter-Terrorism and Security Act states that all schools are required to continue the work we do to promote and celebrate British Values, there is also a requirement to incorporate an approach noted in the Act called '**Prevent**' a counter-terrorism strategy to stop people becoming terrorists or supporting terrorism. Page one of the strategy document says that all schools seeks to:

- Respond to the ideological challenge of terrorism and aspects of extremism, and the threat posed by those who promote these views;
- Provide practical help to prevent people from being drawn into terrorism and ensure they are given appropriate advice and support;
- Work with a wide range of sectors where there are risks of radicalisation which need to be addressed, including education, criminal justice, faith, charities, the internet and health.

Strengthening community cohesion by focusing on the links between all communities – not just in strengthening the civil society structures of Muslim communities. To be prepared to react to major events (such as the Syrian conflict and Tunisia attack) by creating space for debates, fund-raising, etc. These activities will enable our children to become active citizens and to participate more fully in democracy – through hearing different opinions and learning how to critique and challenge ideas.

Discussions and Challenges in RE: in order to facilitate better quality conversations about beliefs and values. In STEP Academies, we educate pupils about different religions.

E-Safety: looking at how our children use the internet and highlighting the need to help our pupils to critically appraise online sources of information.

The Role of the Curriculum:

Our curriculum is broad and balanced and promotes the spiritual, moral and cultural development of pupils, alongside the teaching of respect, tolerance and diversity which prepares them for the opportunities, responsibilities and experiences of life. Our children are encouraged to express themselves and share their views through discussions, debates and consultations. They recognise that they are entitled to have their own different beliefs which should not be used to influence others. Extremism can be tackled, for example, through RE lessons. Pupils are encouraged to ask and answer questions and not to be afraid to touch on controversial issues. STEP teachers should have the necessary up-to-date and relevant knowledge that enables them to give our pupils the material to help them formulate their own ideas, but also to counter stereotyping and prejudiced views.

We will ensure that all of our teaching approaches help our pupils build resilience to extremism and radicalisation and give pupils a positive sense of identity through the development of critical thinking skills, by facilitating a 'safe space' for dialogue. We will ensure that all of our staff are equipped to recognise

extremism and are skilled and confident enough to challenge it. Our RE, RRS (Rights Respecting), PSHE (Personal, Social and Health Education), Citizenship and SMSC (Spiritual, Moral, Social and Cultural) provision is embedded across the curriculum (included in our assemblies) and underpins the ethos of each Academy. STEP children learn about other faiths and visit places of worship and 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.

Procedures for Referrals:

(See Appendix One) Although serious incidents involving radicalisation have not occurred in any STEP Academy to date, it is important for us to be constantly vigilant and remain fully informed about the issues which affect the local area, city and society in which we teach. Staff are reminded to suspend any 'professional disbelief' that instances of radicalisation 'could not happen here' and to be professionally inquisitive where concerns arise, referring any concerns through the appropriate channels. **Early intervention is vital** and staff must be aware of the established processes for front line professionals to refer concerns about individuals and/or groups. We must have the confidence to challenge, the confidence to intervene and ensure that we have strong safeguarding practices based on the most up-to-date guidance and best practise.

In each Academy we have trained Designated Senior Leaders (DSL) for Child Protection and Safeguarding (visible on our websites, in each staff room and in the foyer of each Academy) and these designates will deal swiftly with any referrals made by staff or with concerns reported by staff. The Head Teacher, SLT and DSLs will discuss the most appropriate course of action on a case-by-case basis and will decide when a referral to external agencies is needed. As with any child protection referral, staff must be made aware that if they do not agree with a decision not to refer, they can make the referral themselves and will be given the contact details to do this via the safeguarding board in the staffroom. In the unlikely event that no SLT members and the Head Teacher are not available, all staff know the channels by which to make referrals via the Safeguarding flow chart/photos of officers in the staff room and on our websites (see Appendix One).

If deemed appropriate, parents/carers will be contacted and the incident discussed in detail, aiming to identify motivating factors, any changes in circumstances at home, parental views of the incident and to assess whether the incident is serious enough to warrant a further referral. A note of this meeting is kept alongside the initial referral in the Safeguarding folder. The SLT follow-up any referrals for a period of four weeks after the incident to assess whether there is a change in behaviour and/or attitude. A further meeting with parents would be held if there is not a significant positive change in behaviour.

If deemed necessary, serious incidents will be discussed and referred the Academy's Local Authority's Safeguarding Manager/Hub. In the event of a referral relating to serious concerns about potential radicalisation or extremism, the school should also contact The Met's Police Counter Terrorism Department.

Visitors and the use of Academy premises:

STEP Academies undertake due diligence to ensure that visiting speakers are appropriate. Speakers will be supervised at all times and will not be allowed to speak to pupils without a member of staff being present. If any member of staff wishes to invite a visitor in the school, they must first complete a visitor request form (see Appendix 5 – School Visitor Request Form). Only after written agreement from the Head Teacher can the visitor enter school and then they will be subject to Safeguarding Checks including DBS checks and photo identification. Children are NEVER left unsupervised with external visitors, regardless of safeguarding check. If any agreement is made to allow non-school groups or organisations to use the 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 Tackling Extremism and Radicalisation Policy, the school will contact the police and terminate the contract.

Staff Training:

Through INSET opportunities in each Academy, we will ensure that our staff are fully aware of the threats, risks and vulnerabilities that are linked to extremism and radicalisation; are aware of the process of radicalisation and extremism and how this might be identified early on. They will be fully briefed about what to do if they are concerned about the possibility of radicalisation relating to a pupil, or if they need to discuss specific children whom they consider to be vulnerable to radicalisation or extremist views.

Additionally, whole school in-service training on Safeguarding and Child Protection is organised for staff and governors at least every three years and will comply with the prevailing arrangements agreed by the local Safeguarding Children Board and will, in part, include training on extremism and radicalisation and its safeguarding implications. The Designated Safeguarding Lead will attend training courses as necessary and the appropriate inter-agency training organised by the LA to maintain the DS status every two years, again this will include training on extremism and radicalisation and its safeguarding implications.

Recruitment:

The arrangements for recruiting all staff, permanent and volunteers, to each STEP Academy will follow safer recruitment best practice in education settings, including, but not limited to, ensuring that DBS checks are always made at the appropriate level, that disqualification by association declaration forms are completed and references are always received and checked and that we complete and maintain a single central record of such vetting checks. We will apply safer recruitment best practice principles and sound employment practice and in doing so will deny opportunities for inappropriate recruitment or advancement. We will be alert to the possibility that persons may seek to gain positions within our Academies so as to unduly influence our character and ethos. We are aware that such persons seek to limit the opportunities for our pupils thereby rendering them vulnerable to extremist views and radicalisation as a consequence. Therefore, by adhering to safer recruitment best practice techniques and by ensuring that there is an ongoing culture of vigilance within each Academy and staff team, we will minimise the opportunities for extremist views to prevail.

Role of Governing Body:

The Strategic Governing Body of our Academies will undertake appropriate training to ensure that they are clear about their role and the parameters of their responsibilities as Governors, including their statutory safeguarding duties. They will support the ethos and values of each Academy and will support us in tackling extremism and radicalisation. In line with the provisions set out in the DfE guidance 'Keeping Children Safe in Education, 2014' each Strategic Board will challenge the Academy's senior leadership team on the delivery of this policy and monitor its effectiveness.

Whistle Blowing:

Where there are concerns of extremism or radicalisation STEP pupils and staff will be encouraged to make use of our internal systems (see Whistle Blowing Policy) to Whistle Blow or raise any issue in confidence.

British Values

The DfE have reinforced the need *“to create and enforce a clear and rigorous expectation on all schools to promote the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs.”*

In the STEP Academy Trust, our ethos revolves around Core Values, the Core Values of all communities; such as Passion, Urgency, Positivity, Aspiration, Commitment, Respect, Responsibility, Love, Unity, Humility, Happiness, Co-operation, Tolerance, Honesty, Peace and Freedom. These are taught through all we do at school and particularly during assemblies and times when we are all together and can learn from each other. These are the values that underpin the teaching of RRS (Rights Respecting).

Alongside this we have determined "British Values" to be:

- Democracy
- The rule of law
- Individual liberty
- Mutual respect
- Tolerance of those with different faiths and beliefs

In each Academy, we aim to develop and nurture our values by:

- Planning a vibrant, engaging assembly programme with core ethical values and beliefs at its heart
- A well-structured Personal, Social, Health and Citizenship education programme which addresses all of the requirements of the programmes of study (looking at Democracy, Freedom, the rule of law, Human Rights and responsibilities)
- A strong Religious Studies programme at every Key Stage
- Effective and well-managed School Council enabling students to actively participate in the democratic process
- A broad and balanced curriculum which addresses many of these core values across a range of subject areas
- Having a clearly communicated and consistently applied Behaviour Policy so that students understand what is expected of them and the consequences of both meeting and failing to meet these expectations
- Adopting restorative approaches, where possible, to resolve any difficulties between members of our school community
- Having a rigorous commitment to student safety (for example: trips and visits policy and procedures, Safeguarding procedures, Code of Conduct and Health and Safety procedures)

The Government set out its definition of British values in the 2011 Prevent Strategy. These values are reinforced in the following ways:

Democracy

In STEP Academies, democracy is taken seriously. Children are actively encouraged to have a voice and share their views and opinions regularly. Our active **school council** is one example. Every September we have an election week when the candidates for class representatives on the school council pitch their election manifesto to the rest of their class. A secret ballot ensues and the results are announced in a special assembly. The school council representatives (2 per class from Reception to Year 6) meet regularly and then take the ideas from the meeting back to their classes for discussion.

Every child contributes their ideas to the composition of their own **class charter** every year. This sets ground rules for classroom conduct and establishes the standards of behaviour children can expect from each other over the year ahead. All children complete an annual questionnaire which provides them with the opportunity to share their views of learning in each Academy and suggest ways in which we could be improved further. Governors also talk regularly to children to establish their views as a way of ensuring that Academy self-evaluation is robust and accurate, and therefore effective in moving each Academy forward.

The Rule of Law

The importance of laws, whether they be those that govern the class, the Academy, or the country, are consistently reinforced throughout the day, as well as when dealing with behaviour and through assemblies. Children are taught the value and reasons behind laws, that they govern and protect us, the responsibilities that this involves and the consequences when laws are broken. Our Academy rules, rewards and sanctions are referred to regularly and consistently upheld are a practical example of this. Visits from authorities such as the Police and Fire Service help reinforce this message.

Individual Liberty

Within STEP Academies, children are actively encouraged to make decisions and choices, knowing that they are in a safe and supportive environment. We educate and provide boundaries for young children to take risks and make choices safely. Children are encouraged to know, understand and exercise their rights and personal freedoms and advised how to exercise these safely, for example through our E-Safety and PSHE lessons. Whether it be through choice of learning challenge, how they record their learning, participation in one of our extra-curricular clubs and opportunities, children are given the freedom to make choices and make decisions.

Mutual Respect

Mutual respect is at the heart of our values. Children learn that their behaviours have an effect on their own rights and those of others. All members of the Academy community treat each other with respect.

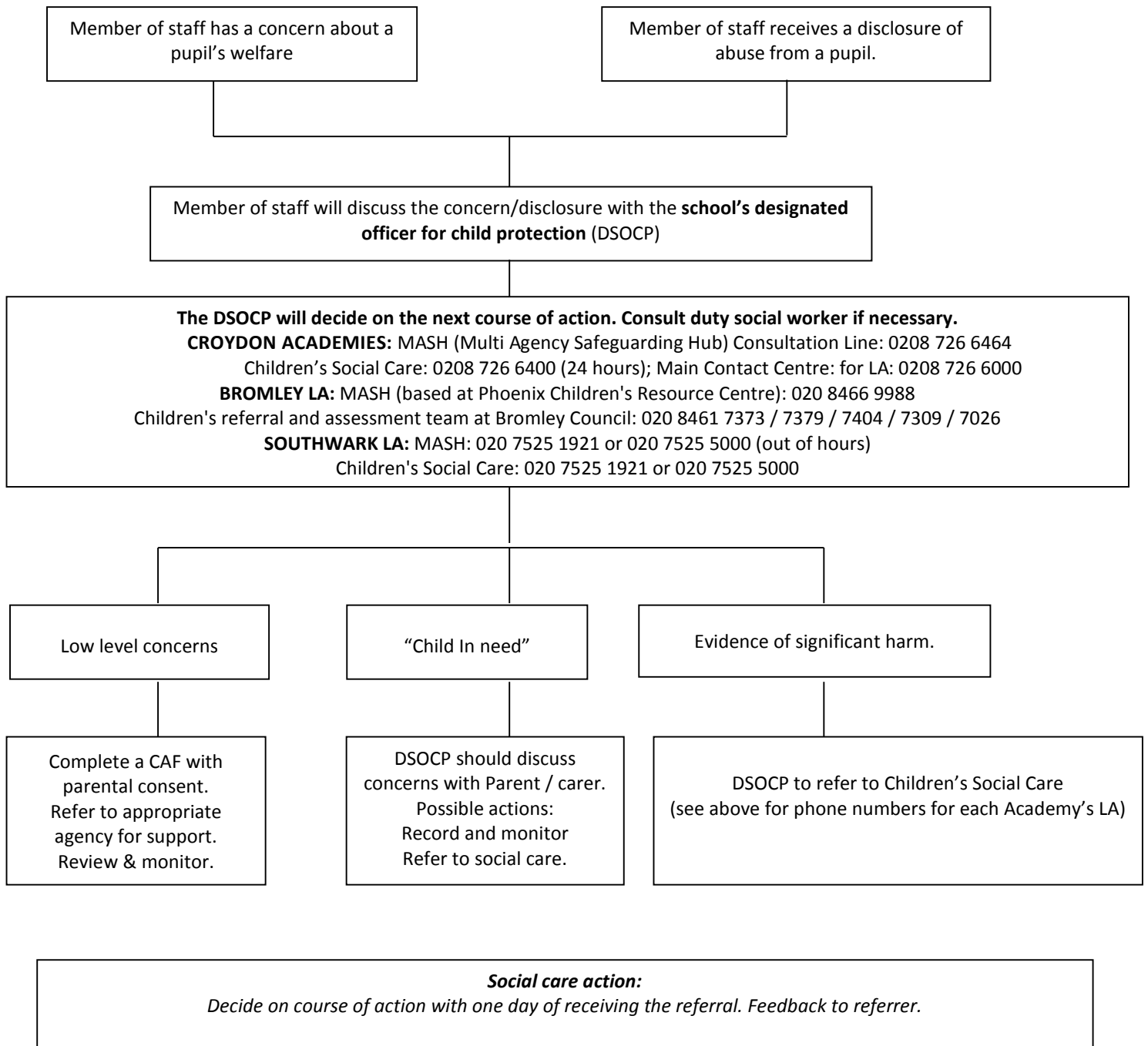
Tolerance of Those of Different Faiths and Beliefs

This is achieved through enhancing pupils understanding of their place in a culturally diverse society and by giving them opportunities to experience such diversity. Assemblies and discussions involving prejudices and prejudice-based bullying have been followed and supported by learning in RE and PSHE. Members of different faiths or religions are encouraged to share their knowledge to enhance learning within classes and each Academy.

In STEP Academies, we will actively challenge children, staff or parents expressing opinions contrary to fundamental British Values, including those expressing 'extremist' views.

Appendix 1:

Procedures to be followed if you have a concern about a child's welfare



Procedures to be followed if you have a concern about an allegation about a member of staff

