



GREENWOOD ACADEMIES TRUST

Community Cohesion and Preventing Extremism and Radicalisation Policy

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Statement of Intent

The Trust aims to:

- safeguard and protect the welfare of pupils
- fully promote community cohesion
- create a community that is resilient to different forms of extremism
- manage risks that may have an impact on its Academy communities

This will be done through:

- Leadership and Values – promoting the core British values of shared responsibility and of democratic society
- Teaching, Learning and the Curriculum – promote universal rights and builds the resilience of pupils to explore controversial issues
- Pupil Support – staff take preventative steps to implement anti-bullying policies and challenge racist and extremist behaviour
- Manage Risks – understanding and managing internal and external risks, respond appropriately to local, national or international news that may impact on pupils and develop ICT security and responsible user policies.

Staff will ensure that pupils:

- become critical users of media and technology
- accept their own and others identity – cultural diversity
- become global citizens
- become independent enquirers and effective participators

Preventing Extremism and Radicalisation

1. Introduction

The Trust is committed to providing a secure environment for pupils, where children feel safe and are kept safe. All adults within the Trust recognise that safeguarding is everyone's responsibility, irrespective of the role they undertake or whether their role has direct contact or responsibility for children or not.

This Community Cohesion and Preventing Extremism and Radicalisation Policy is one element within our overall Trust wide arrangements to Safeguard and Promote the Welfare of all Children, in line with our statutory duties set out at Section 157 of the Education Act 2002 and the associated regulations.

The Trust also has a statutory duty under The Counter-Terrorism and Security Act 2015 and through the statutory guidance on the Prevent duty to have due regard to the need to prevent people from being drawn into terrorism.

This policy also draws upon the guidance contained in DfE Guidance 'Keeping Children Safe in Education' (July 2015), the Prevent Duty Guidance for England and Wales (March 2015) and the DfE's advice for schools on The Prevent Duty (June 2015).

The Trust will also closely follow any locally agreed procedure as set out by the Local Authority and/or the Local Safeguarding Children Board's agreed processes and criteria for safeguarding individuals vulnerable to extremism and radicalisation.

This policy should be read in conjunction with the following Academy policies:

- Safeguarding/Child Protection
- Information sharing
- E-Safety
- Curriculum

2. Definitions

When operating this policy, the Trust uses the following definitions:

“Extremism” means 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.

“Radicalisation” means the process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups.

“British Values” means:

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

3. Trust Ethos and Practice

There is no place for extremist views of any kind in our Academies, whether from internal sources - pupils, staff or Advisory Council members, external sources – our Academy communities, external agencies or individuals. Our pupils see their Academy as a safe place where they can explore controversial issues safely and where teachers encourage and facilitate this - we have a duty to ensure this happens.

As an Trust we recognise that extremism and exposure to extremist materials and influences can lead to poor outcomes for children and so should be addressed as a safeguarding concern as set out in this policy. We also recognise that if we fail to challenge extremist views we are failing to protect our pupils.

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.

Therefore, the Trust will provide a broad and balanced curriculum in its Academies, delivered by skilled professionals, to enrich our pupils so they understand and become tolerant of difference and diversity and also to ensure that they thrive, feel valued and not marginalized.

Furthermore, 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 the internet and, at times, pupils may themselves reflect or display views that may be discriminatory, prejudiced or extremist, including using derogatory language.

Any prejudice, discrimination or extremist views, including derogatory language, displayed by pupils or staff will always be challenged and, where appropriate, dealt with in line with our Behaviour Policy for pupils and the Code of Conduct for staff. Where misconduct by a teacher is proven, the matter will be referred to our Human Resources department for their consideration as to whether a Prohibition Order is warranted.

4. Risk Assessment and Indicators

The Trust recognises its duty to assess the risk of children being drawn into terrorism based on the potential risk in its local area and also on an individual basis. It will work with local partners, including the Local Safeguarding Children Board, to do so.

The Trust expects staff to be vigilant in protecting pupils from the threat of radicalisation. Staff will receive appropriate training to ensure they have the knowledge and confidence to identify pupils at risk of radicalisation, challenge extremist ideas and know where and how to refer concerns.

Whilst there is no single way of identifying an individual who may be susceptible to radicalisation, Trust staff will be alert to:

- Disclosures by pupils of their exposure to the extremist actions, views or materials of others outside of the Trust and its Academies, such as in their homes or community groups, especially where pupils have not actively sought these out
- Pupils spending increasing time in the company of other suspected extremists
- Pupils changing their style or dress or personal appearance to accord with an extremist ideology, group or cause
- Possession of materials or symbols associated with an extremist cause
- Graffiti symbols, writing or art work promoting extremist messages or images
- Pupils accessing extremist material online, including through social networking sites
- Changes in behaviour, friendship or actions and requests for assistance, including day-to-day behaviour becoming increasingly centred on an extremist ideology or cause
- Partner schools, local authority services, police reports of issues affecting pupils in other schools or settings

- Pupils voicing opinions drawn from extremist ideologies and narratives
- Use of extremist or 'hate' terms to exclude others or incite violence and/or an increase in prejudice-related incidents committed by that pupil
- Intolerance of difference, whether secular or religious or, in line with our equalities policy, views based on, but not exclusive to, gender, transgender, disability, homophobia, race, colour or culture
- Attempts to impose extremist views or practices on others
- Anti-western or Anti-British views.

5. Curriculum and Teaching Approaches

As a Trust, we aim to develop and nurture British Values by having:

- 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 Education programme in every phase
- effective and well-managed School Councils, enabling pupils 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
- a clearly communicated and consistently applied Behaviour Policy so that pupils understand what is expected of them and the consequences of both meeting and failing to meet these expectations
- a Code of Conduct which is regularly referred to and communicated with pupils, reiterating that we are a school community built on mutual respect and understanding
- a restorative approach, where possible, to resolve any difficulties between members of our Academy community
- a rigorous commitment to pupil safety (for example, trips and visits policy and procedures, Safeguarding procedures, Code of Conduct and Health and Safety procedures).

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 Academies this will be achieved by good teaching, primarily via PSHE 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.

We will ensure that all of our teaching approaches help pupils build resilience to extremism and give pupils 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.

We will be flexible enough to adapt our teaching approaches as appropriate, so as to address specific issues and become even more relevant to the current issues of extremism and radicalisation. In doing so we will apply the 'key ingredients' for success as set out in the Table in Appendix 1, taken from the DfE document referenced above and we will apply the methodologies set out in that document following the three broad categories of:

- making a connection with young people through good teaching and a pupil centered approach
- facilitating a 'safe space' for dialogue, and
- equipping our pupils with the appropriate skills, knowledge, understanding and awareness for resilience.

Therefore this approach will be embedded within the ethos of the Trust so that pupils know and understand what safe and acceptable behaviour is in the context of extremism and radicalisation. This will work in conjunction with the Trust's approach to the Spiritual, Moral, Social and Cultural development of pupils as defined in OFSTED's School Inspection Handbook and will include the sound use of assemblies to help further promote this rounded development of our pupils.

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 a restorative approach addressed throughout the curriculum and the behaviour policy
- focused educational programmes

We will also work with local partners, families and communities in our efforts to ensure our Academies understand and embrace our local context and values in challenging extremist views and to assist in the broadening of our pupils' experiences and horizons.

We will help support pupils who may be vulnerable to such influences as part of our wider safeguarding responsibilities and where we believe a pupil is being directly affected by extremist materials or influences we will ensure that that pupil is offered mentoring. Additionally, in such instances, the Academy will seek external support from the Local Authority and/or local partnership structures working to prevent extremism.

The Trust 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 pupils 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 pupils safe and prepare them for life in modern multi-cultural Britain and globally.

6. Use of External Agencies and Speakers

The Trust encourages the use of external agencies or speakers to enrich the experiences of our pupils.

However, we will positively vet those external agencies, individuals or speakers who we engage to provide such learning opportunities or experiences for our pupils.

These external agencies will be vetted 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 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 pupils are consistent with the ethos of the school 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 pupils 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 pupils
- activities are carefully evaluated by schools to ensure that they are effective.

We recognise, however, that the ethos of the Trust is to encourage pupils 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.

Therefore by delivering a broad and balanced curriculum and enrichment programme, augmented by the use of external sources where appropriate, we will strive to ensure our pupils recognise risk and build resilience to manage any such risk themselves where appropriate to their age and ability but also to help pupils develop the critical thinking skills needed to engage in informed debate.

7. Whistle Blowing

Where there are concerns of extremism or radicalisation, pupils, staff, parents and Academy Advisory Council members will be encouraged to make use of internal systems to whistle blow or raise any issue in confidence.

They must inform the Principal/Head of School immediately (or if it relates to the Principal/Head of School, inform the Education Director) or an appropriate external agency (e.g. Police, LA, DfE or EFA).

8. Reporting and Referrals

All staff are expected to report any suspicion of radicalisation and/or extremism to the Designated Safeguarding Lead (DSL) and ensure that such concerns are documented and recorded in writing. The DSL will, in conjunction with the Principal, use their professional judgement to decide what further action to take, if any.

The DSL and Principal will determine whether the levels of concern are such that a referral should be made to the local Prevent Co-ordinators and/or Local Safeguarding Children Board.

An Academy recognises its duty under the Counter Terrorism and Security Act 2015 to co-operate with the local Channel panel and may make a referral to the Channel panel to consider what support should be provided for that pupil.

9. Safeguarding

Please refer to the Trust's Safeguarding Policy for the full procedural framework on the Safeguarding and Child Protection duties.

Staff at each Academy will be alert to the fact that whilst Extremism and Radicalisation is 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).

Therefore, all adults working in the Trust, including visiting staff, volunteers, contractors, and pupils on placement, are required to report instances where they believe a child may be at risk of harm or neglect to the Designated Senior Leads or Principal/Head of School or Chief Executive in the case of central GAT staff.

The Trust's Safeguarding reporting arrangements are set out fully in the Safeguarding Policy. The DSL(s) for each Academy are displayed prominently in each Academy in order for all pupils and staff to be aware of who they are.

The DSL(s) works in-line with the responsibilities as set out at Annex B of the DfE Guidance 'Keeping Children Safe in Education' which is detailed in the Safeguarding Policy.

10. The Role of the Academy Advisory Council

The Academy Advisory Council will undertake appropriate training to ensure that they are clear about their role and the parameters of their responsibilities, including their statutory safeguarding duties.

They will support the ethos and values of the Academy and will support the Academy in tackling extremism and radicalisation.

In-line with the provisions set out in the DfE guidance 'Keeping Children Safe in Education' (July 2015), Advisory Councils will challenge their Academy's senior management team on the delivery of this policy and monitor its effectiveness.

1 September 2015