

<b>Policy Focus</b>	<b>Prevent: Extremism &amp; Radicalisation</b>			
<b>Policy Version</b>	<b>Version: 4.2</b>			
<b>Lead Policy Holder</b>	<b>Pete Jenkins (Executive Principal)</b>			
<b>Designated Director</b>	<b>M Escott</b>	<input checked="" type="checkbox"/>	<b>J Johnson</b>	<b>R Gasson</b>
<b>Policy Date</b>	<b>March 2021</b>			
<b>Directors Approval</b>	<b>March 2021</b>			
<b>Review Date</b>	<b>March 2023 (Bi-Annual)</b>			

**School Aim**

Our Company (Life Chance Education Ltd) is committed to transforming the life chances of the young people and families that we work with. We support children who have suffered trauma, Adverse Childhood Experiences (ACEs), and exhibit Social, Emotional and Mental Health difficulties (SEMH). Our educational staff, multi-disciplinary team of therapists, and support team work together to create an environment that meets the holistic needs of children who have difficult or complex life stories.

By delivering the best features of a special school and alternative provision, coupled to innovative educational and therapeutic frameworks, we can help our students thrive. We believe that children don't have to be bound by the past but can build a bright future if they have the right support.

Our Mission is to ensure that we help every child we work with achieve their full potential, both academically and personally. As a school we aspire to being outstanding, so our students can be too – as exemplified in our school motto:

***'Being the Best We Can Be'***

Our Aims are to:

- Meet the previously unmet needs of young people and enable learning and employment.
- Provide positive interventions into barriers to learning and negative family or intergenerational life cycles.
- Contribute to community and social change.
- Reduce costs to society in terms of both social and economic benefits

To reach these aims we will use concepts and best practice in learning, neuroscience, emotional well-being, child development and coaching.

## Contents

### Glossary of Acronyms (if applicable)

1. **Statement of Intent for this Policy**
2. **Statutory / Legislative Basis**
3. **Links to Other Related Policies**
4. **Monitoring Review & Evaluation: Compliance - Consistency - Impact**
5. **Key Policy Information / Guidance Relating to our Practice**
6. **Implications for Stakeholders**
7. **Relevant Data Sets / Metrics**
8. **Relevant Resources**

### Appendices (Embedded / E. Links)

*(Statutory Documents – Data Sets – Recording Templates – Resources - Sol etc)*

## Glossary of Acronyms

<b>LCE</b>	Life Chance Education
<b>ACEs</b>	Adverse Childhood Experiences
<b>MRE</b>	Monitoring, Review & Evaluation
<b>CPD</b>	Continual Professional Development
<b>HoS</b>	Heads of School
<b>CEO</b>	Chief Executive Officer
<b>SLT</b>	Senior Leadership Team Meetings
<b>H &amp; S</b>	Health & Safety
<b>LA</b>	Local Authority

## 1. Statement of Intent for this Policy

This Policy is to provide all staff with the necessary information to enable them to meet their responsibilities and to ensure consistent and effective practice across all school sites. It demonstrates the school's commitment with regard to students, parents and other partners.

This Policy contributes to the school's Safeguarding Portfolio (see section 3).

### Why is this Policy Important?

This 'Prevent – Radicalisation & Extremism Policy' is part of our commitment to keeping children safe. Since the 'Education and Inspections Act 2006' schools have a duty to promote community cohesion. Over the last few years, global events have led to a growth of extremist viewpoints, including advocacy of violent extremism. Schools have an important part to play in both educating children and young people about extremism and recognising when pupils start to become radicalised. In March 2015, new statutory duties were placed on schools by the Counter Terrorism and Security Act (2015) which means they must work to prevent children being drawn into extremism.

Safeguarding children from all risks of harm is an important part of a school's work and protecting them from extremism is one aspect of that.

This is not a statutory policy and will be reviewed at an appropriate time not later than two years after ratification by the Directors.

## 2. Statutory / Legislative Basis

This policy is based on the following Statutory Instruments, National Guidance or Local Authority Policy/Guidance:

The duty to prevent children and young people being radicalised is set out in the following documents.

- Counter Terrorism and Security Act (2015)
- Keeping Children Safe in Education (2015)
- Prevent Duty Guidance (2015)
- Working Together to Safeguard Children (2015)

### Non-statutory Guidance

- Promoting fundamental British values as part of SMSC in schools: Departmental advice for maintained schools (DfE 2014)
- Improving the spiritual, moral, social and cultural (SMSC) development of pupils: supplementary information (DfE 2014)

## 3. Links to Other Related Policies / Procedures

This policy sits within the Safeguarding Portfolio of Policies which School for Inspiring Talents has adopted. It therefore relates to other policies in that themed grouping which include:

- Anti-Bullying Policy
- Child Protection & Safeguarding Policy
- Contractors and Visitors Policy
- First Aid Policy
- Intimate Care Policy
- Lockdown Procedures
- Preventing Extremism & Radicalisation Policy
- Single Central Record

## 4. Monitoring, Review & Evaluation (MRE): Compliance - Consistency – Impact

Monitoring, Review and Evaluation (MRE) of all aspects of our work as a school is undertaken to ensure that we are delivering on what we say we want to achieve with and for our students. In the interests of equity and high expectations for all our students, we are continuously checking for:

- Compliance and for Quality
- Implementation match with our Intent
- Consistency between staff and sites
- And to ensure value for money for our Referring Local Authorities.

Our school staff are part of our school culture of continuous improvement based on supervision, self-reflection, peer working, and CPD. Daily staff briefings and debriefings provide immediate feedback and strategies for even greater success next time round.

Our framework for MRE is achieved via 3 key approaches:

### Internally

- Our annual Self Evaluation Position Statement (SEPS) aligned with Ofsted Evaluation Areas and Grade Descriptors
- Learning Walks by HoS in own and other Phases/Sites
- Individual Student Assessment Framework and Trackers
- CEO & Executive Principal's Observations, Spot Sampling and Random Checks
- Monthly SLT Progress Reviews of the Operational School Improvement Plan (OSIP)
- Heads of School Monitoring
- Appraisal & Performance Management approaches.
- SchoolPod, Incident Logs Reviews and Spot Sampling, plus trend monitoring across the year
- Staff Briefings
- Student Voice Surveys
- Peer Reviews through Team Working
- CPD Evaluations

### Accountability MRE

- Our Board of Directors Link Portfolio Visits and Observations
- Director Monitoring of all Independent School Standards (ISS) Themes annually as part of a rolling programme
- Termly Directors Scrutiny of the CEO, Executive Principal and Chief Operations Officer Reports to the Board
- Termly H&S checks
- Directors Involvement in the cycle of Policy Review
- Financial and Curriculum Resource Monitoring

### Externally

- Referring LAs' Annual Health Checks and Audits
- Commissioned Reviews of aspects of practice – specialist and generic e.g., Behaviour, Health & Safety
- Feedback from submissions for Awards and Quality Standards e.g., TISS
- Parent / Carer Feedback e.g., via Class Dojo
- Ofsted Monitoring and Inspection Visits
- User Schools Feedback

## 5. Key Policy Content - Information / Guidance Relating to our Practice

### Aims/Objectives of this Policy

School for Inspiring Talents (SfIT) 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 to safeguarding against any other vulnerability in today's society. SfIT's *Tackling Extremism and Radicalisation Policy* is intended to provide a framework for dealing with issues relating to vulnerability, radicalisation and exposure to extreme views. We recognise that we are well placed to be able to identify safeguarding issues and this policy clearly 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, identifying how the school will deal with such incidents and how the curriculum and ethos underpins our actions. Our objectives are that:

- All Directors, Principal, teachers, teaching assistants and non-teaching staff will have an understanding of what radicalisation and extremism are and why we need to be vigilant in school.
- All Directors, Principal(s), teachers, teaching assistants and non-teaching staff will know what the school policy is on tackling extremism and radicalisation and will follow the policy guidance swiftly when issues arise.
- All students 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 students will know that the school has policies in place to keep students safe from harm and that the school regularly reviews its systems to ensure they are appropriate and effective.
- The main aims of this policy 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 students are safe from harm.

### Procedures & Protocols: What Does This Mean We Do in Practice?

The school recognises its duty to protect our students from indoctrination into any form of extreme ideology which may lead to the harm of self or others. This is particularly important because of the open access to electronic information through the internet.

The school's aim to safeguard young people through educating them on the appropriate use of social media and the dangers of downloading and sharing inappropriate material which is illegal under the Counter-Terrorism Act.

The school vets all visitors carefully and will take firm action if any individual or group is perceived to be attempting to influence members of our school community, either physically or electronically.

Staff are trained to be vigilant for spotting signs of extremist view and behaviours and to always report anything which may suggest a student is expressing opinions which may cause concern. We place a strong emphasis on the common values that all communities share such as self-respect, tolerance and the sanctity of life. We work hard to broaden our students' experience, to prepare them for life and work in contemporary Britain.

At SfIT School(s) we ensure that through our school vision, values, rules, diverse curriculum and teaching we promote tolerance and respect for all cultures, faiths and lifestyles. We teach them to respect and value the diversity around them as well as understanding how to make safe, well-considered decisions. We also want to ensure that this ethos is reflected and implemented effectively in school policy and practice and that there are effective risk assessments in place to safeguard and promote student welfare.

We have a duty to prepare our children for life in modern Britain and to keep them safe. Pupils who attend our school have the right to learn in safety. We do not tolerate bullying of any kind and will challenge derogatory language and behaviour towards others.

### Definitions

Extremism is defined in the 2011 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. Extremism is defined as the holding of extreme political or religious views.

Radicalisation refers to the process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups. Radicalisation is defined as the act or process of making a person more radical or favouring of extreme or fundamental changes in political, economic or social conditions, institutions or habits of the mind.

British Values are democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs.

### Signs of Vulnerability

There are no known definitive indicators that a young person is vulnerable to radicalisation, but there are number of signs that together increase the risk. Signs of vulnerability include:

- Underachievement
- Being in possession of extremist literature
- Poverty
- Social exclusion
- Traumatic events
- Global or national events
- Religious conversion
- Change in behaviour
- Extremist influences
- Conflict with family over lifestyle
- Confused identify
- Victim or witness to race or hate crimes
- Rejection by peers, family, social groups or faith

### Recognising Extremism

Early indicators of radicalisation or extremism may include:

- Showing sympathy for extremist causes
- Glorifying violence, especially to other faiths or cultures
- Making remarks or comments about being at extremist events or rallies outside school
- Evidence of possessing illegal or extremist literature
- Advocating messages similar to illegal organisations or other extremist groups
- Out of character changes in dress, behaviour and peer relationships (but there are also very powerful narratives, programmes and networks that young people can come across online so involvement with particular groups may not be apparent.)
- Secretive behaviour
- Online searches or sharing extremist messages or social profile
- Intolerance of difference, including faith, culture, gender, race or sexuality
- Graffiti, artwork or writing that displays extremist themes
- Attempts to impose extremist views or practices on others
- Verbalising anti-Western or anti-British views
- Advocating violence towards others

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

- Spending increasing time in the company of other suspected extremists.
- 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.
- Loss of interest in other friends and activities not associated with the extremist ideology, group or cause.
- Possession of materials or symbols associated with an extremist cause.
- Attempts to recruit others to the group/cause.
- Communications with others that suggests identification with a group, cause or ideology.
- Using insulting to derogatory names for another group.

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

- Physical or verbal assault
- Provocative behaviour
- Damage to property
- Derogatory name calling
- Possession of prejudice-related materials
- Prejudice related ridicule or name calling
- Inappropriate forms of address

- Refusal to co-operate
- Attempts to recruit to prejudice-related organisations
- Condoning or supporting violence towards others

### Curriculum

Our curriculum is broad and balanced, it promotes respect, tolerance and diversity and prepares our students for life in modern Britain. Students 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. We encourage our pupils to be inquisitive learners who are open to new experiences and are tolerant of others, promoting community cohesion wherever possible.

Our PSHE provision is embedded across the curriculum, including in RE and SMSC activities. It is recognised that children with low aspirations are more vulnerable to radicalisation and therefore we strive to equip our pupils with confidence, resilience, self-belief, respect, and tolerance as well as setting high standards and expectations for themselves.

These values support the development of the whole child as a reflective learner within a calm, caring, happy and purposeful atmosphere. Teaching the school's core values alongside the fundamental British Values supports quality teaching and learning, whilst making a positive contribution to the development of a fair, just and civil society.

### Internet Safety

Students 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.

- The internet provides children and young people with access to a wide range of content, some of which is harmful. Extremists use the internet, including social media, to share their messages. The filtering systems used in our school blocks inappropriate content, including extremist content.
- We also filter out social media, such as Facebook. Searches and web addresses are monitored, and the ICT technicians will alert senior staff where there are concerns and prevent further access when new sites that are unblocked are found.
- Where staff, students or visitors find unblocked extremist content they must report it to a senior member of staff.
- Pupils and staff know how to report internet content that is inappropriate or of concern.
- We are aware that children and young people have access to unfiltered internet when using their mobile phones and staff are alert to the need for vigilance when pupils are using their phones.
- The Acceptable Use of ICT Policy (AUP) refers to preventing radicalisation and related extremist content. Pupils and staff are asked to sign the AUP annually to confirm they have understood what is acceptable.

### Safer Recruitment

We ensure that the staff we appoint to the school are suitable, our recruitment procedures are rigorous, and we follow the statutory guidance published in part 3 of Keeping Children Safe in Education (2015). Vetting and barring checks are undertaken on relevant people, including volunteers.

### Visitors

Visitors to the school are made aware of our safeguarding and child protection policies on arrival at the school and are given information about what to do if they are concerned about any aspect of child welfare. Visitors who are invited to speak to pupils will be informed about our preventing extremism policy and relevant vetting checks are undertaken. We 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 children without a member of staff being present. Staff must not invite speakers into school without first obtaining permission from the Principal.

### Implications for Staff, Principal and DSL

#### It is the role of the Principal to:

- Ensure that the school and its staff respond to preventing radicalisation on a day-to-day basis
- Ensure that the school's curriculum addresses the issues involved in radicalisation
- Ensure that staff conduct is consistent with preventing radicalisation

### It is the role of Staff to:

- Understand the issues of radicalisation
- Be able to recognise the signs of vulnerability or radicalisation
- Know how to refer their concerns.
- Be fully briefed about what to do if they are concerned about the possibility of radicalisation relating to a student
- Know with whom they need to discuss specific children whom they consider to be vulnerable to radicalisation or extremist views.

### It is the role of the Designated Safeguarding Lead (DSL) to:

- Ensure that staff understand the issues of radicalisation, are able to recognise the signs of vulnerability or radicalisation and know how to refer their concerns
- Receive safeguarding concerns about children and young people who may be vulnerable to the risk of radicalisation or are showing signs of radicalisation
- Make referrals to appropriate agencies with regard to concerns about radicalisation
- Liaise with partners, including the local authority and the police
- Report to the Directors, via the Principal's Termly Report, on these matters

### Staff Training

The CEO and Principal are trained as Designated Senior Leaders for Child Protection and Safeguarding and will deal swiftly with any referrals made by staff or with concerns reported by staff.

Through INSET opportunities in school, we ensure that our staff:

- Understand the issues of radicalisation
- Are fully aware of the threats, risks and vulnerabilities that are linked to radicalisation
- Are able to recognise the signs of vulnerability or radicalisation
- Are aware of the process of radicalisation and how this might be identified early on
- Are aware of how we can provide support as a school to ensure that our children are resilient and able to resist involvement in radical or extreme activities.
- Know how to refer their concerns

This information also forms part of induction safeguarding training. Staff are updated as necessary in weekly safeguarding briefings.

### Implications for Directors

It is the role of the CEO, accountable to the Board of Directors, to ensure that that the school meets its statutory duties with regard to preventing radicalisation. The CEO is the nominated person who will liaise with the Principal and other staff about issues to do with protecting children from radicalisation.

The Principal is the leader for referrals relating to extremism and radicalisation. In the unlikely event that the Principal is not available, all staff know the channels by which to make referrals via the CEO.

The Directors will work in conjunction with the Principal and external agencies to decide the best course of action to address concerns which arise.

### Dealing with Referrals

Staff and visitors to the school must refer all concerns about children and young people who show signs of vulnerability or radicalisation must be passed to the Designated Safeguarding Lead using the usual methods for reporting other safeguarding concerns. When there are significant concerns about a pupil, the Designated Safeguarding Lead in liaison with the headteacher will make a referral to the appropriate body.

Although serious incidents involving radicalisation have not occurred at SfIT 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 work. 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.

We are aware of the potential indicating factors that a child is vulnerable to being radicalised or exposed to extreme views, including peer pressure, influence from other people or the internet, bullying, crime and anti-social behaviour, family tensions, race/hate crime, lack of self-esteem or identity, prejudicial behaviour and personal or political grievances. We believe that it is possible to intervene to protect people who are vulnerable.

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 practice.

In the event of prejudicial behaviour, the following procedures will be followed:

- All incidents of prejudicial behaviour will be reported directly to the Principal.
- All incidents will be fully investigated, and records kept in line with procedures for any other safeguarding incident.
- 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 meeting is kept alongside the initial referral in the Safeguarding Folder.
- The Principal will follow-up any referral
- 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 to the child/young person's local authority MASH (Multi- Agency Safeguarding Hub)
- In the event of a referral relating to serious concerns about potential radicalisation or extremism, the school will also contact Devon & Cornwall Police Counter Terrorism Unit (CTU) Security & Partnership Office for our locality.
- The Principal 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.

## 6. Implications for Stakeholders

<b>Board of Directors</b>	It is the role of the CEO, accountable to the Board of Directors, to ensure that that the school meets its statutory duties with regard to preventing radicalisation. The CEO is the nominated person who will liaise with the Principal and other staff about issues to do with protecting children from radicalisation. The BoD will review this policy every two years.
<b>All Staff</b>	Staff must refer all concerns about children and young people who show signs of vulnerability or radicalisation must be passed to the Designated Safeguarding Lead using the usual methods for reporting other safeguarding concerns. When there are significant concerns about a pupil, the Designated Safeguarding Lead in liaison
<b>Designated Specialist Staff</b>	Ensure that staff understand the issues of radicalisation, are able to recognise the signs of vulnerability or radicalisation and know how to refer their concerns
<b>Students</b>	N/A
<b>Families/Carers</b>	Families and Carers are encouraged to share any concerns they may have about a child's behaviour at home. Information about worrying signs is shared with families
<b>Referring LAs</b>	The contact officer will be notified if any concerns do arise that need PREVENT officer involvement
<b>Contractors</b>	Visitors to the school are made aware of our safeguarding and child protection policies on arrival at the school and are given information about what to do if they are concerned about any aspect of child welfare
<b>Visitors</b>	Visitors to the school are made aware of our safeguarding and child protection policies on arrival at the school and are given information about what to do if they are concerned about any aspect of child welfare
<b>Agencies</b>	All staff as above
<b>Schools</b>	N/A

## 7. Relevant Data Sets / Metrics

Monitoring & Review - Relevant Data Sets/Metrics

Termly Principal's Report and SEPS (Self-Evaluation Position statement) to the Board of Directors will detail any incidents and external reports.

Annual CEO's Report to the Board will include a summary for the previous year via the DSL. The report will summarise incidents, actions and school wide learning taken from any such occurrence's - including reporting any nil returns.

Bullying Records and Incident Logs will be monitored as part of ongoing spot monitoring processes for any trends or issues. In the event of any referral an 'Implications for Future Practice Review' will take place to identify any necessary revisions to policy/processes.

## 8. Relevant Resources

### School Policies relating to:

*Acceptable Use of ICT, Behaviour for Learning, Child Protection and Safeguarding Policy, Equalities, Personal, Social and Health Education (PSHE), Spiritual, Moral, Social, Cultural (SMSC), Staff Code of Conduct Teaching and Learning.*

### Government Resources

The Prevent Strategy, GOV.UK – Home Office - [The Prevent Strategy](#)

Keeping Children Safe in Education - DfE 2014

Working Together to Safeguard Children - HM Gov 2013

Learning Together to be Safe: Toolkit to Help Schools Contribute to the Prevention of Violent Extremism - 2008 DCSF

[Prevent duty guidance \(2015\) for authorities in England and Wales on the Counter-Terrorism and Security Act 2015 to have due regard to the need to prevent people from being drawn into terrorism](#)

[Statutory guidance on the Prevent duty](#)

[Spiritual, moral, social and cultural guidance from the DfE for academies, independent and free schools \(2014\)](#)

UK Passport Office - Children at risk of radicalisation. Read the guide [here](#).

### Resources and Guidance for Social Workers –

Read a note for practitioners [here](#).

[Advice to Parents and Carers - Keeping Children and Young People Safe Against Radicalisation and Extremism](#)

### Resources for Schools

[Prevent and Schools - self-assessment form](#)

[Prevent Checklist for Schools](#)

### Other Resources and Information

[www.preventtragedies.co.uk](http://www.preventtragedies.co.uk)

[www.preventforschools.org](http://www.preventforschools.org)

GW Theatre Limited has devised a performance for use in schools and community groups called *One extreme to another*. Pre- and post-performance lesson plans are included in the package : [www.gwextreme.com](http://www.gwextreme.com)

### 2015 FAQs



Help (FAQs) -  
Updated 2015.html

## Appendices (Embedded / E. Links)

Child Protection & Safeguarding	SEND	E Safety & Social Media
 Safeguarding&Child Protection Policy	 Safeguarding&Child Protection Policy	 E-Safety and Social Media Policy