



Wise Owl Trust

Preventing Extremism and Radicalisation Policy

Approved by Wise Owl Trust:

Due for review: December 2018

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Introduction

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

'Safeguarding vulnerable people from radicalisation is no different from safeguarding them from other forms of harm' (Home Office, Prevent Strategy – June 2015)

In adhering to this policy, and the procedures therein, staff and visitors will contribute to the Wise Owl Trust delivery of the outcomes to all learners, as set out in s10 (2) of the Children's Act 2004. This Preventing Extremism and Radicalisation Safeguarding Policy is one element within our overall arrangements to safeguard and promote the welfare of all learners in line with our statutory duties set out at s175 of the Education Act 2002.

Our Trust's Preventing Extremism and Radicalisation Safeguarding Policy also draws upon the guidance contained in the DfE publication "Keeping children safe in education (2016)", and specifically DCSF Resources "Learning Together to be Safe", "Prevent: Resources Guide", "Tackling Extremism in the UK", DfE's "Teaching Approaches that help build resilience to Extremism among Young People", Peter Clarke's Report (July 2014), the "Counter-Terrorism and Security Act" (2015) and the "Prevent Duty" (June 2015).

We recognise that the governing body has a responsibility to pay 'due regard to the need to prevent people being drawn into terrorism' (Counter Terrorism and Security Act, 2015) and ensure the academy has a 'clear approach to implementing the Prevent duty and keeping children and learners safe from the dangers of radicalisation and extremism'.

Links to other Policies

The Preventing Extremism and Radicalisation Policy links to the following Wise Owl Trust policies:

- Child Protection and Safeguarding Policy
- Equality Policy
- Anti-Bullying Policy
- Behaviour Policy
- Online Safety Policy

Objectives

The Preventing Extremism and Radicalisation Policy is intended to provide a framework for dealing with issues relating to vulnerability, radicalisation and exposure to extreme views. There are different forms of extremist organisations in the UK and the world, i.e. – Daesh/ISIL (Islamic State), Al-Qaeda, Boko Haram, British Defence League, Britain First, Blood and Honour, Animal Rights extremist groups such as SPEAK, Irish Republican Army (IRA), Anti-Abortion groups, to name a few.

We recognise that we are well placed to be able to identify safeguarding issues linked to the dangers of extremist views and this policy clearly sets out how the academies will deal with such incidents. It also identifies how the curriculum and ethos underpin our actions.



The objectives are that:

- All governors, teachers, teaching assistants and non-teaching staff will have an understanding of what radicalisation and extremism is and why we need to be vigilant in our academies.
- All governors, teachers, teaching assistants and non-teaching staff will know what the academy policy is on tackling extremism and radicalisation and will follow the policy guidance swiftly when issues arise.
- All members of staff are able to identify children who may be vulnerable to radicalisation and respond by following whole academy safeguarding procedures with immediate effect.
- All pupils will understand the dangers of radicalisation and exposure to extremist views; learning about key British values to build resilience against these views and knowing what to do if they experience them.
- All members of staff follow guidance to prevent political indoctrination and ensure pupils receive a balanced presentation of political issues.
- All parents/carers and pupils will know that the academy has policies in place to keep pupils safe from harm and that the academy regularly reviews its systems to ensure they are appropriate and effective.

Definitions

When operating this policy Wise Owl Trust uses the following accepted Governmental definition of radicalisation and extremism which is:

Radicalisation – *‘the process by which a person comes to support terrorism and forms of extremism leading to terrorism’* (Prevent Strategy)

Extremism – *‘vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect tolerance of different faith and beliefs; and/or calls for the death of members in our armed forces, whether in this country or overseas’* (Prevent Strategy)

Non-violent extremism is extremism, as defined above, which is not accompanied by violence.

‘Prevention’ in the context of the Prevent duty means reducing or eliminating the risk of individuals becoming involved in terrorism. Prevent includes but is not confined to the identification and referral of those at risk of being drawn into terrorism into appropriate interventions. These interventions aim to divert vulnerable people from radicalisation.

‘Terrorism’ is given in the Terrorism Act 2000 (TACT 2000). This defines terrorism as an action that endangers or causes serious violence to a person/people; causes serious damage to property; or seriously interferes or disrupts an electronic system. The use or threat must be designed to influence the government or to intimidate the public and is made for the purpose of advancing a political, religious or ideological cause.

‘Terrorist-related offences’ are those (such as murder) which are not offences in terrorist legislation, but which are judged to be committed in relation to terrorism.

However, holding extremist views and/or demonstrating extremist behaviour does not mean an individual is being radicalised or engaged in terrorism. Therefore, the focus is on extremist views and behaviours that may be or are causing harm, as opposed to a focus on extremist views and behaviours that ‘society’ may disagree with, but are not causing harm.



Role of Governing Body

The Governing Bodies 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.

The Governing Bodies of our academies will support the ethos and values of our Trust and will support each academy in tackling extremism and radicalisation. In line with Recommendation 13 of Peter Clarke's report, details of our Governing Body will be published on our academy websites to promote transparency.

In line with the provisions set out in the DfE guidance 'Keeping Children Safe in Education, 2016' the Governing body will challenge the academy's senior management team on the delivery of this policy and monitor its effectiveness.

Governors will review this policy annually and may amend and adopt it outside of this timeframe in accordance with any new legislation or guidance or in response to any quality assurance recommendations pertaining to the delivery of this policy and the overall safeguarding arrangements made.

Ethos and Practice

There is no place for extremist views of any kind in our academies, whether from internal sources – pupils, staff or governors, or external sources – academy community, external agencies or individuals. Our pupils see our academies as safe places where they can explore controversial issues safely and where our teachers encourage and facilitate this – we have a duty to ensure this happens.

As a Trust, we recognise that extremism and exposure to extremist materials and influences can lead to poor outcomes for pupils 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, at Wise Owl Trust, we will provide a broad and balanced curriculum so that our pupils are enriched, understand and become tolerant of difference and diversity and also ensure that they thrive, feel valued and not marginalised.

Furthermore, at Wise Owl Trust, we are aware that young people can be exposed to extremist influences or prejudiced views from an early age, which emanate from a variety of sources and media, including via the internet, and at times pupils may themselves reflect or display views that may be discriminatory, prejudiced or extremist, including using derogatory language. As part of our whole Trust e-safety/safer online programme, we highlight the potential risks pupils may face in relation to on-line radicalisation and encourage pupils to report any concerns they may have for themselves or other pupils to a member of staff.



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 / Staff Code of Conduct.

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 learners may experience elsewhere may make it harder for them to challenge or question these radical influences.

This guidance and support will be delivered through the whole academy RESPECT curriculum and through PSHE lessons. We will ensure that all of our support and approaches will help our pupils build resilience to extremism and give them a positive sense of identity through the development of critical thinking skills.

We will develop strategies and staff training to ensure that all 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 and address specific issues so as to become even more relevant to the current issues of extremism and radicalisation.

We will facilitate the following principles; making a connection with young people through positive engagement and a pupil centred approach; facilitating a 'safe space' for dialogue to ensure pupils feel safe and comfortable talking about their feelings and views on a wide range of social, political, religious and cultural issues; equipping our pupils with the appropriate skills, knowledge, understanding and awareness for resilience. This will also be facilitated through our RESPECT curriculum.

All forms of political indoctrination is forbidden and teaching staff will endeavour to provide a balanced presentation of political issues.

Therefore this approach will be embedded within the ethos of our academies 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 our Trust approach to the spiritual, moral, social and cultural development of pupils. We recognise the importance of guiding pupils to be intolerant of all forms of extremism – violent animal rights extremism, political extremism etc.

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 an approach that includes:

- RESPECT curriculum
- SEALs lessons
- RE lessons
- Open discussion and debate
- Work on anti-violence and a restorative approach to conflict resolution
- Mediator training for upper Key Stage 2 children
- Targeted programmes led by external providers
- Cross-curricular thematic programmes
- Annual audits of curriculum provision to ensure the values of democracy and individual liberty are promoted throughout the wider curriculum

We will also work with local partners, families and communities in our effort 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 learner is offered mentoring. Additionally in such instances our academy will seek external support from the Local Authority and/or local partnership structures working to prevent extremism.

Section 5 – Warning signs and indicators of radicalisation (Taken from Prevent Duty Guidance: England & Wales, HM Government 2015)

Annual staff CPD is focused on ensuring all members of staff can identify signs of radicalisation.

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.

Pupils may become susceptible to radicalisation through a range of social, personal and environmental factors. It is vital that academy staff are able to recognise those vulnerabilities. However, this list is not exhaustive, nor does it mean that all young people experiencing the above are at risk of radicalisation for the purposes of violent extremism. Factors which may make pupils more vulnerable may include:

- Identity Crisis: the pupil is distanced from their cultural / religious heritage and experiences discomfort about their place in society.
- Personal Crisis: the pupil 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 pupil’s country or region of origin may contribute to a sense of grievance that is triggered by personal experience of racism or discrimination or aspects of Government policy.
- Unmet Aspirations: the pupil may have perceptions of injustice; a feeling of failure; rejection of civic life.
- Experiences of Criminality: involvement with criminal groups, imprisonment, poor resettlement or reintegration.
- Special Educational Need: pupils may experience difficulties with social interaction, empathy with others, understanding the consequences of their actions and awareness of the motivations of others

Pupils 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

Through weekly safeguarding meetings information is shared on targeted pupils and appropriate external support accessed as necessary.

There is no single way of identifying a pupil who is likely to be susceptible to terrorist ideology. As part of wider safeguarding responsibilities staff will be alerted to:



- Disclosures by pupils of their exposure to the extremist actions, views or materials of others outside of academy such as in their homes or community groups, especially where pupils have not actively sought these out.
- Graffiti symbols, writing or art work promoting extremist messages or images
- Pupils accessing extremist material online, including through social networking sites
- Distributing extremist literature and documentation
- Parental reports of changes in behaviour, friendship or actions and requests for assistance
- Partner academies, local authority services and police reports of issues affecting pupils in other academies or settings
- Pupils voicing opinions drawn from extremist ideologies and narratives
- Changes in behaviour which could indicate that they are in need of help or protection
- Use of extremist or 'hate' terms to exclude others or incite violence
- Condoning or supporting violence towards others
- Intolerance of difference, whether secular or religious or, in line within our equalities policy, views based on, but not exclusive to, gender, disability, homophobia, race, colour or culture
- Attempts to impose extremist views or practices on others
- Anti-Western or Anti-British views
- Use of extremist language:
 - 'Dawlah' – term used by ISIL to refer to the 'Islamic state'
 - 'Jihad' – means 'struggle' or 'violence'
 - 'Caliphate' – ISIL supporters describe the territory they control in Iraq / Syria
 - 'Mujahid' – someone who wants to fight as part of the 'Jihad'
 - 'Shahada' – refers to someone considered to be a martyr
 - 'Kuffar' – a term used by ISIL to describe non-Muslims
 - 'Ummah' – the phrase is used by ISIL to refer to the 'world community of Muslims'
 - 'Rafidha' – word used by ISIL to refer to those who refuse to accept the Islamic state
- Evidence of association with different extremist groups, ie – UK right-wing groups:
 - English Defence League
 - Combat 18
 - Young Patriots
 - Christian Patrol
 - Blood and Honour
 - Britain First
 - National Action

We recognise that pupils in vulnerable social and domestic situations (mental health issues, families suffering domestic abuse or criminality, involvement in gangs) may be at greater risk of radicalisation than other pupils. During safeguarding meetings information is shared on vulnerable pupils and appropriate external support accessed as necessary.

In conclusion, we will closely follow any locally agreed procedure as set out by the Local Authority and criteria for safeguarding individuals vulnerable to extremism and radicalisation.

Approach

We will all strive to eradicate the myths and assumptions that can lead to some young people becoming alienated and disempowered, especially where some approaches learners may experience elsewhere may make it harder for them to challenge or question these radical influences. This guidance and support will be delivered through the whole academy RESPECT curriculum. We will ensure that all of our support and approaches will help our pupils build resilience to extremism and give them a positive sense of identity through the development of



critical thinking skills. We will develop strategies and staff training to ensure that all 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 and address specific issues so as to become even more relevant to the current issues of extremism and radicalisation.

We will facilitate the following principles:

- Making a connection with young people through positive engagement and a pupil centred approach.
- Facilitating a 'safe space' for dialogue to ensure pupils feel safe and comfortable talking about their feelings and views on a wide range of social, political, religious and cultural issues.
- Equipping our pupils with the appropriate skills, knowledge, understanding and awareness for resilience.

Therefore this approach will be embedded within the ethos of our academy 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 our academy's approach to the spiritual, moral, social and cultural development of pupils. We recognise the importance of guiding pupils to be intolerant of all forms of extremism, i.e. – violent animal rights extremism, political extremism.

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 an approach that includes:

Curriculum

At Wise Owl Trust 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 pupils to respect one another and to respect and tolerate difference, especially those of a different 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.

Pupils at each of our academies come from all over the world and we aim to instil the British values outlined by our Government in all pupils, so that they all understand what the people of our society see as being important and what we feel is right and wrong. Through our curriculum we actively promote a culture of mutual respect and tolerance, democracy, the rule of law, equal opportunities and freedom. British values permeate throughout the academy curriculum and support the development of the whole child. We embrace the belief that at the heart of a modern, ever changing, multi-cultural and multi-faith, community is the acceptance of key British values which it is its responsibility to promote. In doing so, our learners will be able to grow as individuals and citizens in the community and country in which they live. We believe that this is something not only achieved through the curriculum but through the academy's core values and ethos as well as its provision for pupils beyond formal lessons.

Therefore by delivering a broad and balanced curriculum, and assembly themes, 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 to themselves, where appropriate to their age and ability, but also help pupils develop the critical thinking skills needed to engage in informed debate.

Our curriculum and ethos reflects the government's definition of "**British Values**" in its "Prevent Strategy":



Democracy

The principle of democracy is consistently being reinforced at each academy, with democracy processes being used for important decisions within the academy community, for instance, elections being held for the School Council.

The rule of law

The importance of laws, whether they are those that govern the class, the academy, or the country, are consistently reinforced at Wise Owl Trust academies. Pupils are taught the rules and expectations of the academy which are detailed in our range of safeguarding policies. Pupils are taught the value and the reasons behind laws that govern and protect us, the responsibilities that this involves and the consequences when laws are broken. Visits from authorities such as the Police and other services reinforce this message.

Individual liberty

At Wise Owl Trust, pupils are actively encouraged to make independent choices, with the knowledge that they are in a safe, secure and supportive environment. Our staff educates and provides boundaries for pupils to make informed choices, through a safe environment and an empowering education. Pupils are encouraged to know, understand and exercise their rights and personal freedoms and are advised on how to exercise these safely, for example through e-safety/safer online work. Wise Owl Trust has a robust anti-bullying culture and has in place a comprehensive Behaviour Policy.

Mutual Respect

Respect is a strong part of each academy within the Wise Owl Trust. Pupils learn that their behaviour has an effect on their own rights and those of others. All members of the academy community treat each other with respect and this is reiterated through its teaching and learning environments. Mutual respect is embraced throughout the RESPECT curriculum by providing the opportunity for pupils to express their views in a safe environment.

Tolerance of those of different faiths and beliefs

This is achieved through equipping pupils with the ability to understand their place in a culturally diverse society and by giving the opportunities to experience such diversity within the academy community. Additionally, pupils are actively encouraged to share their faith and beliefs within the academy and celebrate festivities throughout the calendar year.

The Use of Computing

We strongly recognise the risk posed to our pupils of on-line radicalisation, as terrorist organisations like ISIL seek to radicalise young people through the use of social media and the internet. Research shows that ISIL propaganda includes images and videos that present the group as an exciting alternative to life in the West and that it uses its social media to encourage supporters to share the material with a wider online audience. ISIL promotes an image of success online in order to attract young people. The propaganda claims it is the duty of Muslim men and women in the West to join the fight against the West, resulting in the recent increase in 'lone attackers' who have carried out attacks in London, Manchester, Paris, Stockholm and Brussels. Similarly, far right extremist groups in the UK, such as EDL, Britain First and Combat 10, use social media sites to co-ordinate protests and attacks against Mosques. As a result, there has been an increase in the number of women joining, for example, the Angels Division of the EDL.

The seriousness of the potential online threat is highlighted by the fact that 145,000 pieces of terrorist content has been removed from the internet since 2010.



The Principal at each academy is notified of any inappropriate behaviour and appropriate steps are taken as required, as in line with our computing related policies.

E-safety/safer online is a key aspect of the academy curriculum and equips pupils to stay safe online, both in academy and outside. E-safety/safer online is also delivered in other subjects, via PSHE and in our whole academy assembly programme.

Use of External Agencies and Speakers

Wise Owl Trust encourages the use of external agencies or speakers to enrich the experiences of our learners. We will positively vet those external agencies, individuals or speakers who engage to provide such learning opportunities or experiences for our pupils. Such vetting is to ensure that we do not unwittingly use agencies that contradict each other with their messages or that we are inconsistent with, or are in complete opposition to, the values and ethos of our academies. We must be aware that in some instances the work of external agencies may not directly be connected with the rest of the Wise Owl Trust curriculum so we need to ensure that this work is of benefit to pupils. Our academies 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 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 pupils through extreme or narrow views of faith, religion or culture or other ideologies
- Activities are matched to the needs of pupils
- Activities are carefully evaluated by each academy to ensure that they are effective

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

Safeguarding

Although serious incidents involving radicalisation have not occurred Wise Owl Trust, 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.

Staff at Wise Owl Trust will be alert to the fact that whilst Extremism and Radicalisation is broadly a safeguarding issue there may be some instances where a child or pupils may be at direct risk of harm or neglect. For example; this could be due to a pupil displaying risky behaviours in terms of the activities they are involved in, or the groups they are associated with, or staff being aware of information about a pupil's family that may equally place a young person at risk of harm. (These examples are for illustration and are not definitive or exhaustive).

Staff have the opportunity to complete a concern referral, via CPOMS, to report any unusual forms of behaviour that may identify a potential safeguarding risk.

Therefore all adults working in Wise Owl Trust (including visiting staff, volunteers, contractors, and pupils on placement) are required to report instances where they believe a young person may be at risk of harm, linked to radicalisation, to the Designated Safeguarding Team at each academy.



The DSL will follow up these concerns by contacting the MASH team or the Counter Terrorist Team to seek further advice and guidance. The academy will notify parents of these concerns if this course of action is approved by the external agencies listed above. The academy will only speak with the young person about the concern based on the advice given by MASH or the Counter Terrorist Team.

Referrals can be made as outlined in the Safeguarding and Child Protection policy.

We will actively support MASH or any multi-agency interventions in any support deemed necessary. We are also committed to working with families and relevant external agencies to provide support for pupils who may have had family members arrested for suspected terrorist activities. Alternatively the academy may consider a referral to the Channel programme. This is focused on providing support at an early stage to people who are identified as being vulnerable to being drawn into terrorism.

Channel Programme

Channel is a multi-agency partnership helping to safeguard individuals who are vulnerable to radicalisation, regardless of faith, ethnicity or background. This is similar to the way in which individuals at risk from involvement in crime, drugs and other social issues are supported. By providing support to those most at risk, they can be diverted away from potential threats that might draw them into criminal activity.

Channel has access to a variety of support packages and interventions appropriate in working with risks of extremism that include:

- Mentoring support providing personal guidance including addressing extremist ideologies, religious interpretations
- Developing life and social skills, for example dealing with peer pressure
- Anger management sessions
- Cognitive behavioural therapy to support attitudes and behaviours
- Constructive leisure activities
- Education and training activities
- Careers focused activities
- Family support including relationships and skills work
- Support with physical and/or mental health
- Housing support
- Drug and alcohol support

Engagement with Parents/Carers

We will engage with parents / carers as part of our work as we recognise the important role they have in helping us to spot signs of radicalisation. If a safeguarding concern is referred by another pupil or a member of staff, the DSL will contact the parents/carers immediately to invite them into academy to discuss the concerns. This will, however, depend on the nature and seriousness of the referral. We will support and advise families who raise concerns and signpost them to the appropriate support services. For example, 'Families against Stress and Trauma' (FAST) has created an on-line guide for parents on the dangers of radicalisation. In addition, CHANNEL is a multi-agency support programme designed to support the families of young people vulnerable to radicalisation.

However, if we feel that it is not in the child's best interest to notify their parents / carers of our concerns, we will refer directly to the Counter Terrorist Team / MASH Team without informing parents / carers. For example, where gaining consent may put the child and / or others at an



increased risk, or where a delay in information sharing may increase risk of harm. We will make contact directly with Counter Terrorist Team / MASH if we have concerns about the threat of radicalisation posed by other family members and seek advice from the MASH to see if any other family members are known to the PREVENT team.

Training

Whole Trust training on Safeguarding will be organised for staff and governors on an annual basis and will comply with the prevailing arrangements agreed by the Local Authority. Staff training now provides specific guidance on extremism and radicalisation and its safeguarding implications.

The Designated Safeguarding Lead will attend PREVENT training courses as necessary and the appropriate DSL training at least every two years. Again this will include training on extremism and radicalisation and its safeguarding implications. The DSL will also access support for the on-line Channel programme and make use of the case studies displayed to develop training support for staff and whole academy interventions.

Information is provided to staff as part of our safeguarding training programme (Prevent) to allow staff to identify possible changes in student behaviour that may suggest the student has become influenced by extremist ideology. This may include changing their style of dress, loss of contact with traditional groups of friends, using insulting or derogatory language to describe groups opposed by extremists or evidence the student may have recently joined a gang in the local community. Training will be attended by the DSL, whenever necessary, to reinforce the key messages and update on any national developments.

Staff training will also provide staff with information on factors that may make young people want to be radicalised, i.e. – status, identity, sense of belonging, neglect in the family, re-dress some form of injustice, excitement, adventure, political motivation, moral motivation, family, other friends involved in extremist activities. Training will also focus significantly on the possible impact of extremist views on the young person once they have been radicalised, i.e. – over-identification so that extremist views become the norm, development of an ‘us and them’ thinking and dehumanising the perceived enemy.

Safeguarding training reinforces the message that staff should never attempt to impose their political or religious views and beliefs on pupils under any circumstances. The academy will use internal systems to deal with any member of staff trying to use their position of trust to influence the views of young people at Fens.

Recruitment

The arrangements for recruiting all staff, permanent and volunteers, to our academies will follow national guidance for Safer Recruitment best practice in education settings, including, but not limited to, ensuring that DBS checks are always made at the appropriate level (i.e. – links with extremism), that 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 in general 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 academy so as to unduly influence 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 on-going culture of vigilance within our academy, we will minimise the opportunities for extremist views to prevail.

Policy, Adoption, Monitoring and Review

This policy will be considered and adopted by the Governing Body in line with their overall duty to safeguard and promote the welfare of pupils as set out in the DfE guidance 'Keeping Children Safe in Education' (September 2016), the "Counter-Terrorism and Security Act" (2015) and the "Prevent Duty" guidance (June 2015).

Parents will be issued with a hard copy of this policy on request.

Monitoring and Reviewing

The policy will be reviewed annually by the SLT Designated Safeguarding Leader in consultation with the Principals, Executive Principal, the Governors and the Chair of Governors. It will be updated, modified or amended as necessary.

