



Preventing Extremism and Radicalisation Policy

Member of Staff Responsible	Chief Executive Officer
Relevant guidance/advice/legal reference	Counter-Terrorism and Security Act 2015
Approved by	The 3-18 Education Trust Board
Date of Policy	November 2021
Review Cycle	1 year
Date of Next Review	November 2022
Website	Yes

This policy is divided into two sections.

Section 1 is common to all schools in The 3-18 Education Trust

Section 2 refers to the detail of how the policy is implemented at school.

Legislation and Statutory guidance

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. The full Government Prevent Strategy can be viewed at

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/97976/prevent-strategy-review.pdf

This policy draws on both statutory and non-statutory guidance:

Statutory Duties

- Counter Terrorism and Security Act (2015)
- Keeping Children Safe in Education (2021)
- Prevent Duty Guidance (2015)
- Working together to Safeguard Children (2018)

Non-statutory Guidance

- The Prevent Duty: Departmental advice for schools and childcare providers (DfE 2015)
- Promoting fundamental British values as part of SMSC in schools: Departmental advice for maintained school (DfE 2014)
- Improving the spiritual, moral, social and cultural (SMSC) development of pupils: supplementary information (DfE 2014)

Introduction

This 'Preventing Extremism and Radicalisation Policy' is part of our commitment to keeping children safe. All staff working in The 3-18 Education Trust recognise that safeguarding is everyone's responsibility irrespective of the role they undertake or whether their role has direct contact or responsibility for students or not.

When operating this policy, The 3-18 Education Trust uses the following Governmental definition of extremism which is:

'Vocal or active opposition to fundamental British Values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs; and/or calls for the death of members of our armed forces, whether in this country or overseas'.

Radicalisation is defined by the UK Government within this context as "the process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups."

Other related policies within the Trust and/or schools:

- E safety Policy
- Behaviour Policy
- Child Protection Policy
- Health and Safety Policy
- Equality Policy
- Relationships, Sex and Health Policy
- Staff code of conduct/ staff behaviour Policy
- Visitors Procedures
- Whistle-blowing Policy
- Lettings Procedures

At The 3-18 Education Trust we recognise that extremism and exposure to extremist materials and influences can lead to poor outcomes for students 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 students.

1. Roles and responsibilities

1.1 Role of the Trust Board and Local Governing Body

It is the role of the Trust Board and Local Governing Body to ensure that that the school meets its statutory duties with regard to preventing radicalisation.

1.2 Role of the Headteacher

It is the Headteacher's role to:

- ensure that the schools 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
- report to the Local Governing Body on these matters, through discussions with the link governor on safeguarding

1.3 Role of Designated Safeguarding Lead(s)

It is the role of the safeguarding lead(s) to:

- ensure that staff understand the issues of radicalisation, are able to recognise the signs of vulnerability of 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 police.
- offer support and advice to staff.

1.4 Role of staff

It is the role of all staff to understand the issues of radicalisation, are able to recognise signs of vulnerability or radicalisation and know to refer concerns to the designated lead promptly.

1.5 Curriculum and teaching approaches: See Section 2 for further details

At The 3-18 Education 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 or not faith. It is indeed our most fundamental responsibility to keep our students safe and prepare them for life in modern multi-cultural Britain and globally.

1.6 IT

At The 3-18 Education Trust we will ensure that children are safe from terrorist and extremist material when accessing the internet in school by having secure filters which will block inappropriate content.

Pupils and staff are aware of the procedures in school for reporting any concerns relating to inappropriate content found on the internet.

1.7 Staff training

Statutory guidance refers to the importance of Prevent awareness training to equip staff to identify children at risk of being drawn into terrorism and to challenge extremist ideas.

Staff are aware of the signs of vulnerability and indicators of radicalisation and extremism as set out in Appendix 1. The Priory school also has a risk assessment as set out in Appendix 2.

The National Counter Terrorism Policing Headquarters in conjunction with the College of Policing have developed a general awareness e-learning package for Channel. Staff at The 3-18 Education Trust are aware of this training and that students we have concerns about can be referred to it.

1.8 Working in partnership

We will work in partnership with local partners, families and communities in our efforts to raise awareness of radicalisation and supporting us with implementing the Prevent Duty.

The 3-18 Education Trust will engage effectively with parents/families to assist and advise of support mechanisms if concern is raised.

The 3-18 Education Trust will ensure that safeguarding arrangements take into account the policies and procedures of Shropshire Safeguarding Partnership.

1.9 Use of external agencies and speakers

At The 3-18 Education Trust we encourage the use of external agencies or speakers to enrich the experiences of our pupils. We will ensure that any visitor coming into the school has been 'checked' appropriately in accordance with Keeping Children Safe in Education 2021. Such vetting is 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 school's values and ethos.

2. Referral process

If a member of staff has a concern about a particular pupil/s they should follow the school's normal safeguarding procedures, including discussing with the school's designated safeguarding lead as set out in the Child Protection policy.

The designated lead should contact West Mercia Prevent Team:

Sgt Calum Forsyth – 07970 047227

DC Holly Aungiers – 01386 591815

The Prevent Team email is:

prevent@warwickshireandwestmercia.pnn.police.uk

3. Monitoring and review

Headteachers will actively evaluate the effectiveness of this policy by monitoring the staff group's understanding and application of the procedures within this policy as their overall duty to safeguard children.

Section 2:

Curriculum and teaching

We will ensure that all of our teaching approaches helps our 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 our staff are equipped to recognise extremism and are skilled and confident enough to challenge it.

We will 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 may make it harder for them to challenge or question these radical influences. We are also keen to dispel the myth that extremism and radicalisation is attached to one faith or religion and should not solely focus on Islam as a range of beliefs which promotes extremism. In our school this will be achieved primarily through Life lessons, curriculum lessons (especially RP) assemblies, tutorials as well as the wider role models which are staff represent for our students and the work of school parliament.

We will be flexible to adapt our teaching approaches, as appropriate, so as to address specific issues as to become even more relevant to the current issues of extremism and radicalisation.

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:

- Life programme
- Focus on the importance of democracy.
- Open discussion and debate
- Work on anti-violence and restorative approach addressed through the curriculum and the behaviour policy
- A focus on internet safety through working with external agencies as appropriate

Prevent duty and IT (read in conjunction with Trust E-Safety Policy)

Pupils and staff are asked to review the Acceptable Use Policy (AUP) annually to confirm that they understand what is acceptable.

Pupils are educated on the safe use of IT as part of the school's tutor and assembly programme as well as through the taught curriculum. Expectations around responsible use of IT is outlined within the Trust and School's Behaviour Policy.

The school adheres to the Trust's E-Safety policy and ensures staff are briefed on expectations and risks at the point of induction.

Staff read 'How Social Media is used to encourage travel to Syria and Iraq – Briefing note for schools DfE 2015' as part of the school raising awareness training.

Staff have 'always on' VPN, this means that all school related resources are accessed through an on-site security system (firewall)

Students have all resources within premise federated services, this means that folders can only be accessed with a 'tps' account. They must authenticate with onsite servers before they can access communications with other students and staff. ESET ANTI VIRUS is on all staff and DfE laptops.

Window defender is active on all devices.

Staff training

The DSL leads all staff through the Home Office e-learning units to ensure they are fully aware of the risks of radicalisation and extremism. This is also bolstered by the DSL's training to explain the school's processes and procedures to report incidents. Records of training are located on the school's SCR.

The designated leads have attended online Prevent training and ensure that the key messages are filtered down to all staff members.

In addition to this the Head of Life (PSHE) also undertakes the online Prevent Training.

Appendix 1

Recognising the indicators of vulnerability to 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 known that violent extremists exploit vulnerabilities in individuals to drive a wedge between them and their families and communities. It is vital that school staff are able to recognise those vulnerabilities.

Indicators of vulnerability include:

- Identity crisis – the student/pupil distanced from their cultural/religious heritage and experiences discomfort about their place in society.
- Personal crisis – the student/pupil may be experiencing family tensions; a sense of isolation; and low self-esteem; they may have dissociated from their existing family 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 student/pupils 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 student/pupil may have perceptions of injustice; a feeling of failure; rejection of civic life;
- Experiences of criminality – which may include involvement with criminal groups, imprisonment, and poor resettlement/reintegration;
- Special educational needs – students/pupils may experience difficulties with social interaction, empathy with others, understanding the consequences of their actions and awareness of the motivations of others

More critical risk factors could include:

- Being in contact with extremist recruiters
- Accessing violent extremist websites, especially those with a social networking element
- Possessing or accessing violent extremist literature
- Using extremist narratives and a global ideology to explain personal disadvantage
- Justifying the use of violence to solve societal issues
- Joining or seeking to join extremist organisations
- Significant changes to appearance and/or behaviour
- Experiencing a high level of social isolation resulting in issues of identity crisis and/or personal crisis.

Appendix 2

The
3-18
Education
Trust



The Priory School Anti Radicalisation Risk Assessment

Member of Staff Responsible	Assistant Headteacher (Student Welfare), DSL
Relevant guidance/advice/legal reference	
Approved by	LGB Board
Date of Policy	Dec 2021
Review Cycle	3 years
Date of Next Review	Sept 2025
Website	Yes (published annually)

1, Clear leadership and accountable structures are in place an visible throughout the organisation	
There is an identified strategic PREVENT lead within each school.	The Priory School : Nick Bucknall DSL
The strategic lead understands the expectations and key priorities to deliver PREVENT and that this is embedded within safeguarding procedures	School DSL has relevant and current training. PREVENT strategy is embedded within Safeguarding policy which is regularly reviewed and associated staff training delivered.
The senior leadership team are aware of the PREVENT strategy and its objectives	All have undertaken CP and Prevent training. All pastoral, inclusion and child protection staff received guidance on extremism and preventing radicalisation
There is a clear awareness of roles and responsibilities throughout organisation regarding PREVENT.	DSL information to staff, Prevent
PREVENT safeguarding responsibilities are explicit within the schools safeguarding team.	All members of staff are aware of and have read the Child protection & Prevent Policies
The prevent agenda and its objectives has been embedded within the appropriate safeguarding processes	Policies are updated each year and the anti-radicalisation strand strengthened within the safeguarding policy.
2, Staff and governing body have been appropriately trained accordingly to their roles	
A plan is in place to raise awareness of PREVENT (WRAP) training so that key staff and governors understand the risk of radicalisation and extremism and know how to recognise and refer children who may be vulnerable	All Staff have completed online WRAP training. Staff renew their CP training at least every three years and this contains information on Prevent
There is appropriate staff guidance and literature available to staff on a prevent agenda	DSL (N Bucknall) ensures this happen as part of staff training and information cycle. Further training signposted for staff. Updates are shared with staff through emails and staff briefings
3, An appropriate reporting and referral process is in place and referrals are being managed effectively	
Ensure that preventing young people from being exposed to radicalisation or extremism is part of the schools safeguarding policies and procedures	Trust Child Protection Policy, Prevent Policy, Trust E-Safety policy and school AUP and Life programme
A single point of contact [SPOC] for any PREVENT concerns raised by staff within the school has been identified	The Priory School: N Bucknall (DSL)
An appropriate internal PREVENT referral process has been developed	See CP Policy, use of CPOMS
Leads in partner agencies are known	Yes

An audit trail for notification reports/referrals exists	All Safeguarding referrals and follow-up communications and actions are logged and monitored by Nick Bucknall(on CPOMS from 2018. Report of concerns are sent to the Local Authority via Hate Crime Reporting Form (see Annex Child Protection).
4, A broad and balanced curriculum that helps protect students against extremism and promotes community cohesion	
School has a range of initiatives and activities that promote the spiritual, moral, social and emotional needs of children aimed at protecting them from radicalisation and extremism influences	Life Programme, Radicalisation delivered to Year 10 Assembly programme, Cross-curricular themes Extra-curricular activities including School Parliament Council discussions, Safe Space and Priory Inc. Promotion through notice boards, Padlet and Priory Instagram SMSC audit British Values audit
The school delivers education that helps develop critical thinking skills around the power of influence, particularly on-line and through social media.	Life Lessons – including assembly and Tutor programme. SMSC is observed in all departments during lesson Observations - audit British Values audit
Students are aware of the benefits of community cohesion and the damaging effects of extremism on community relations	Life Lessons– including assembly programme, RS curriculum Cross-curricular themes Student Council Discussions School Parliament
Staff are able to provide appropriate challenge to students, parents and governors if opinions are expressed that are contrary to fundamental British values and promotion of community cohesion.	Whistle Blowing policy is promoted on induction. Regular safeguarding reminders during weekly staff briefings. Prevent Training, and Policy School safeguarding reporting process – CPOMs Record of logs or referrals made as evidence they have challenged.

DATES	Initial - Dec 2021 (review: Sep 2022)	DRAWN UP BY	Assistant Headteacher Student Welfare
CURRENT REVIEW DATE	Dec 2021	SCOPE	The Priory School

	Significant Hazards and Associated Risks Those hazards which may result in serious harm or affect several people	People at risk	INITIAL RISK RATING G	Control Measures (CM's) 1. Controls, including relevant sources of guidance (e.g. Generic Risk Assessments, Guidance from Provider, etc.). 2. Specific CM's not included in the generic RA (e.g. briefings, actions by leaders / participants, qualifications / experience of supervisors)	LEAD	Additional CM's required? (Dynamic Risk Assessment) If existing CM's cannot be met or circumstances have changed	RISK H, M, L, VL
CURRICULUM	<p>Hazard: Lack of choice in qualification pathways for students of all abilities and aspirations</p> <p>Risks: -of disengagement from education generally -decline in standards of conduct -potential NEETs</p>	Students	L	<p>Dynamic/annual curriculum review to ensure broadest possible offer of accredited but appropriate qualifications for reach year group.</p> <p>Curriculum lead will ensure all HODs understand they must consider opportunities to promote British Values in their SOW.</p> <p>Strengthening of careers and work-related learning provision KS4for all students.</p> <p>Behaviour & Safeguarding Policies with emphasis on consistency. Single lead for SMSC to ensure that all strands of delivery (including cross-curricular strands) deliver a coherent message.</p> <p>E-Safety education around grooming to reference radicalisation and staff delivering it to be given specific guidance.</p>	<p>CKN</p> <p>CKN/NB/CFH</p> <p>NB/CFA</p> <p>NB</p> <p>CFH</p> <p>NB</p>		VL

PERSONAL, SPIRITUAL, MORAL, SOCIAL AND CULTURAL EDUCATION (PSMSC)	Hazard: Time available Number of staff involved Staff not taking message seriously	Students	M	SMSC/British Values PSHE (Life) Reviewed each year and content amended as necessary. New staff receive guidance and/or training as necessary.	CFH	On-going training/information of staff and governors as new guidance emerges –	VL
	<i>Risks:</i> <i>-inability to deliver all the strands in sufficient detail</i> <i>- consistency could be diluted</i>			Monitoring of PSHE (Life) and assemblies and tutor periods takes place	HOH/NB		
				All staff and governors to undertake Prevent / WRAP training. Staff training is part of induction and annual Safeguarding and Equalities training.	SLT		
				RSE Training for all staff 2022	RCS CFH/RCS		

COMMUNITY COHESION	Hazard: Inconsistent message Decline of behaviour Community events impact on school harmony Multicultural community	Students and staff in school. Members of the community	L	Revised Behaviour Policy, Anti-bullying and Safeguarding Policies with emphasis on consistency.	SLT	Work with local police and community links / other schools to develop work with students identified as at risk and vulnerable. Safeguarding focus on County Lines / CSE / gang education (NB Network and locality meeting)	L
	<i>Risks:</i> <i>-Rise in racist incidents in school</i> <i>-Rise in community complaints for racist behaviour</i> <i>-Lack of engagement with message</i> <i>-Rise in extremist comments/reactions by stakeholders (including from far right eg: linked to BREXIT)</i>			Tighter monitoring of racist and bullying incidents feeds into SEF. Remedial actions are more timely as a result.	NB		
				New "Whole School Focus" programme with tighter central monitoring to ensure consistent message. Staff training is part of induction and annual Safeguarding and Equalities training.	NB RCS/NB		
				All students study RS to at least Y10. Review of RSE provision to ensure that local communities understand what is being taught.	CFH/SLT CFH		

	<p><i>-Inconsistency of message</i></p> <p><i>-Vulnerable students not identified</i></p> <p><i>-Weak or uncommitted staff are less likely to engage with this message</i></p>			<p>All staff understand how to refer concerns about adults to Headteacher.</p> <p>Agency and temporary staff receive information as part of their induction.</p>	NB		
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GOVERNOR TRAINING	<p>Hazards: Governors do not have a shared awareness of the importance of this issue as a safeguarding one. Limited governor training time available.</p> <p>Risks: <i>-It is not given sufficient resource</i> <i>-Students are put at risk of, or become radicalised</i> <i>-Schools in the Trust fall from good to RI or fails to go back up to outstanding because of safeguarding failings</i></p>	Students, staff and governors	M	<p>SG Link governors undertake Prevent training as part of induction and then refresh every three years.</p> <p>Key messages disseminated in an ongoing way to the wider Trust.</p> <p>The training will cover whistleblowing so that we are aware of staff/governors putting children at risk because of not following protocol.</p> <p>Safeguarding LGB Governor will access specific WRAP type training to heighten awareness and understanding</p>	<p>Carole Warner</p> <p>MJB</p> <p>Carole Warner</p>		VL
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COMMUNICATION WITH PARENTS	<p>Hazards: Lack of clarity about our key messages and methods of delivery.</p> <p>Risks: <i>-Families feel targeted</i> <i>-Parents do not understand referrals</i></p>	Students	M	<p>Website safeguarding and SMSC pages are clear.</p> <p>Key messages will be shared with parents as necessary through the termly letters so they can support students at home.</p>	SC/NB/ALP/CKN	Website review as part of website update (Annually, September)	VL
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	<i>-Parents withdraw their children from RS</i>						
REFERRAL SYSTEMS	<p>Hazards: Staff do not follow the correct procedures Staff unaware of vulnerability features</p> <p>Risks: <i>-Students are put at risk of, or become radicalised</i></p>	Students	M	<p>Staff training is part of induction and annual Safeguarding and Equalities training.</p> <p>The training covers procedures but also whistleblowing so that we are aware of staff putting children at risk because of not following protocol.</p>	RCS/NB		VL

INTERVENTIONS	<p>Hazards: Staff do not know who to contact in local agencies. Local agencies cannot provide appropriate support High potential cost/time resource implications of support.</p> <p><i>Risks:</i> <i>-Delay in getting support for a child/family heightens risk on child.</i> <i>-Impact on other areas of school if resources diverted to supporting a child/family.</i></p>	Students and families	M	<p>DSL and Student Support to maintain links with CSO,</p> <p>Clear Intel report protocol well understood and used CPOMS referral system well understood. Escalation systems well understood and used when the school does not feel external agencies are dealing appropriately</p>	<p>DLS Team</p> <p>DSL Team</p>		VL
IT SYSTEMS	<p>Hazards: Students can access radicalisation websites on the school network. Students are not equipped to identify such websites when accessing the internet out of school. Parents are not equipped with IT knowledge to ensure appropriate firewalls etc on put on digital technology.</p>	Students	M	<p>School network is firewalled – provided by TG which supplies many schools.</p> <p>Network monitoring provides alerts if students or staff are accessing inappropriate sites.</p> <p>Assemblies make clear acceptable and unacceptable use of school network.</p> <p>Staff, Governor and Student and Parent/Career AUP shared and signed by all stakeholders</p> <p>ICT/Computing classes cover e-safety</p>	<p>TG</p> <p>TG</p> <p>NB</p> <p>LDE</p> <p>ALP/NB</p> <p>RCS</p>	Refresher training for key staff in use of monitoring software 2022	VL

	<i>Risks; -Students are groomed by radical extremists.</i>			E-safety policy read by all staff E-safety updates delivered to all students via Assemblies and website updates			
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UPDATED APPROVED	December 2021	HEADTEACHER	Alison Pope
PREVENT LEAD	Nick Bucknall	TRUST DIRECTOR SAFEGUARDING	Michael Barratt