



# Preventing Extremism and Radicalisation Policy

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<b>Status &amp; Review Cycle:</b>	<b>Annual</b>
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## **INTRODUCTION**

The Counter-Terrorism and Security Act 2015 came into force on 1 July.

This new piece of legislation places a duty on Schools “to have due regard to the need to prevent people from being drawn into terrorism”. Under the Act, all Schools have new responsibilities for protecting students from the risks of extremism and radicalisation. This is known as the ‘Prevent Duty’

The MEA Preventing Extremism and Radicalisation Policy is intended to provide a framework for dealing with issues relating to vulnerability, radicalisation and exposure to extreme views. In order to fulfil the ‘Prevent Duty’ we recognise that all staff must be able to identify children who may be vulnerable to radicalisation, and know what to do when they are identified.

Protecting children from the risk of radicalisation is seen as part of our wider safeguarding duties.

## **LINKS TO OTHER POLICIES**

This Preventing Extremism and Radicalisation Safeguarding Policy is one element within our overall Academy arrangements to Safeguard and Promote the Welfare of all Children in accordance with the principles established by the Children Acts 1989 and 2004; the Education Act 2002, and in line with government publications.

This policy links to the following MEA policies:

- Behaviour for Learning and Anti-Bullying Policy
- Child Protection and Safeguarding Policy

The following national guidelines should also be read when working with this policy;

- PREVENT Strategy HM Government
- Keeping Children Safe in Education DfE 2014 (Updated September 2020)
- Working Together to Safeguard Children HM Government 2013 (Updated July 2018)
- Channel Guidelines

## **WORKING IN PARTNERSHIP**

The Trust is aware of and has close links to the Local/Regional Prevent Coordinator and Local Authority Safeguarding leads as follows:

- Jenny Patterson, Schools Safeguarding Lead (MCC)
- Dobir Mohammed Miah, Prevent Education Officer (MCC)
- Daryl Cunningham, Prevent Officer South (GMP)

## **Channel and Prevent**

**Prevent** is designed to stop people from supporting terrorism or becoming terrorists themselves. The aim is to identify those susceptible to violent extremism and provide access to appropriate interventions.

Prevent addresses radicalisation to all forms of terrorism, including the extreme right-wing, for example, and the non-violent, which can popularise views that terrorists exploit.

Manchester has been a Prevent priority area since 2008 and the [Community Safety Partnership](#) lead this work; for more information visit their website at [www.makingmanchestersafer.com](http://www.makingmanchestersafer.com)

Prevent is part of the government's counter-terrorism strategy. Prevent is about safeguarding people and communities from the threat of terrorism. This includes supporting individuals, including young people, who are at risk of radicalisation, from becoming involved in terrorism.

See appendix 1 for referral information.

The **Channel Project** is an early intervention strategy aimed at identifying and supporting individuals (including children) vulnerable to recruitment by violent extremists. It is a mechanism for ensuring these individuals are assessed and supported by professionals using statutory safeguarding frameworks and multi-agency working.

The programme uses a multi-agency approach to protect vulnerable people by:

- identifying individuals at risk
- assessing the nature and extent of that risk
- developing the most appropriate support plan for the individuals concerned

This ensures professionals from relevant partner agencies are brought together to share information and decide upon the most appropriate support for that person.

We are committed to engaging with other schools (primary and secondary) and Prevent practitioners across Manchester. The Manchester Safeguarding Board (MSB) has issued the [MSB Briefing: Prevent Duty and Safeguarding Individuals from being drawn into Terrorism \(published March 2018\)](#) which provides information to staff around Channel in Manchester and the referral process.

## **OBJECTIVES**

The objectives of this Policy 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 pupils will understand the dangers of radicalisation and exposure to extremist views; building resilience against these and knowing what to do if they experience them.
- All parents/carers and pupils will know that the Academy has policies in place to keep pupils safe from harm and that we regularly review our systems to ensure they are appropriate and effective.

## **DEFINITIONS**

Radicalisation is defined as the process by which people come to support terrorism and extremism and, in some cases, to then participate in terrorist groups.

Extremism 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. We also include in our definition of extremism calls for the death of members of our armed forces, whether in this country or overseas (HM Government Prevent Strategy 2011)

## **RISK INDICATORS**

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

- Spending increasing time in the company of other suspected extremists.
- Changing their style of dress or personal appearance to accord with the group.
- Their 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 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.

There is no single profile of a terrorist or violent extremist. Factors which may make people more vulnerable include:

- Identity - the student/pupil is distanced from their cultural /religious heritage and experiences;
- discomfort about their place in society;
- personal crisis – the student/pupil may be experiencing family tensions;
- mental health issues;
- 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 or family tensions; and
- events affecting the student/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 student/pupil may have perceptions of injustice;
- a feeling of failure;
- rejection of civic life;

### Experiences of Criminality

- involvement with criminal groups
- imprisonment; and
- poor resettlement/reintegration on release

### Special Educational Needs

- social interaction
- empathy with others
- understanding the consequences of their actions;
- 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; and
- significant changes to appearance and/or behaviour;
- experiencing a high level of social isolation, resulting in issues of identity crisis and/or personal crisis.

### **REFERRAL PROCESS**

Although there have not been any incidents involving radicalisation within the Academy to date, it is important for us to be constantly vigilant. We believe that it is possible to intervene to protect people who are vulnerable. Early intervention is vital and staff should immediately refer concerns about individuals and groups, following the usual Academy safeguarding process. We must have the confidence to challenge, the confidence to intervene and ensure that we have strong safeguarding practices.

The Principal, the lead DP (Designated Person) for Safeguarding on the SLT and the Deputy Designated Leads are the leaders for referrals relating to extremism and radicalisation. They commit to dealing swiftly with any referrals made by staff or with concerns reported by staff. In conjunction with the Pastoral Team and external agencies, the SLT will decide the best course of action, on a case by case basis, to address concerns which arise.

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

### **VISITORS AND THE USE OF ACADEMY PREMISES**

The Academy operates a responsible visitor protocol and will carry out appropriate checks and will exercise due diligence to prevent an organisation or speaker from using the Academy's facilities to

disseminate extremist views or radicalize pupils or staff. Our lettings policy will seek to ensure the suitability of adults working with children on Academy sites at any time. Community users organising activities for children have their own policies and each Academy checks their policies match our own high standards.

If any agreement is made to allow non-school groups or organisations to use the premises, appropriate checks will be made before agreeing the contract. Usage will be monitored and in the event of any behaviour not in-keeping with the Tackling Extremism and Radicalisation Policy, the Academy will contact the police and terminate the contract.

### **THE ROLE OF THE CURRICULUM**

At MEA we provide a broad and balanced curriculum, delivered by skilled professionals, so that our students are enriched, understand and become tolerant of difference and diversity and also to ensure that they thrive, feel valued and not marginalised.

Our curriculum promotes respect, tolerance and diversity. Our 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 will also aim to build students' resilience to radicalisation by promoting fundamental British values and enabling them to challenge extremist views. It is important to emphasise that we will not stop students debating controversial issues. On the contrary, we will provide a safe space in which our students and staff can understand the risks associated with terrorism and develop the knowledge and skills to be able to challenge extremist arguments. A British Values Leader will drive and co-ordinate all this work across the academy.

We also ensure that our students are safe from terrorist and extremist material when accessing the internet in our Academies, including by establishing appropriate levels of filtering.

### **STAFF TRAINING**

Through staff learning days, we will ensure that our staff are fully aware of the threats, risks and vulnerabilities that are linked to radicalisation; are aware of the process of radicalisation and how this might be identified early on and are aware of how we can provide support as an Academy to ensure that our children are resilient and able to resist involvement in radical or extreme activities.

### **WHISTLE BLOWING**

Where there are concerns of extremism or radicalisation students, staff and governors will be encouraged to make use of our internal systems to Whistle Blow or raise any issue in confidence.

They must inform the Principal straight away (or if it relates to the Principal, inform the Chair of Governors). Whistleblowing information is displayed in the staffroom and in the staff handbook.

### **POLICY REVIEW**

This policy will be reviewed annually as part of the overall Child Protection and Safeguarding policy review. The policy is available publicly either on the Academy website or by other means.

Parents/carers are made aware of this policy and their entitlement to have a copy of it via the Academy newsletter/website.

## **Appendix 1**

If you have concerns about an individual potentially being radicalised please ring 101 quoting Channel or the Anti-Terrorism Hotline on **0800 789 321**. If it is an emergency please ring 999.

The **Manchester Prevent and Community Cohesion Coordinator** is Samiya Butt – contact by email at [s.butt@manchester.gov.uk](mailto:s.butt@manchester.gov.uk) or call **0161 234 1489**.

The **Channel Team** is based at GMP Headquarters within the North West Counter-Terrorism Unit – contact by email at [channel.project@gmp.police.uk](mailto:channel.project@gmp.police.uk) or call **0161 856 6362**.