



Co-op Academy North Manchester

Name	Preventing Extremism and Radicalisation Policy
Approved by	SSCC Committee
Policy Created	November 2015
Review	3 years
Update Approved	September 2019
All policies are available to stakeholders either on the Academy website or upon request from the Academy's Main office.	

Introduction

Since 2010, when the Government published the Prevent Strategy, there has been an awareness of the specific need to safeguard children, young people and families from violent extremism. There have been several occasions nationally in which extremist groups have attempted to radicalise vulnerable children and young people to hold extreme views including views justifying political, religious, sexist or racist violence, or to steer them into a rigid and narrow ideology that is intolerant of diversity and leaves them vulnerable to future radicalisation. All schools now have a Prevent duty specified in the Counter-Terrorism and Security Act (2015) to have due regard to the need to prevent people from being drawn into terrorism.

The academy values freedom of speech and the expression of beliefs / ideology as fundamental rights underpinning our society's values. Both students and teachers have the right to speak freely and voice their opinions. However, freedom comes with responsibility and free speech that is designed to manipulate the vulnerable or that leads to violence and harm of others goes against the moral principles in which freedom of speech is valued. Free speech is not an unqualified privilege; it is subject to laws and policies governing equality, human rights, community safety and community cohesion.

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

This Preventing Extremism and Radicalisation Policy is one element within our overall academy arrangements to safeguard and promote the welfare of all children in line with our statutory duties.

Our academy's Preventing Extremism and Radicalisation Policy draws upon the guidance within 'The Prevent duty' issued by the DfE in June 2015; guidance issued by Local Safeguarding Children Boards; DfE Guidance "Keeping Children Safe in Education" and HM government document "Prevent strategy: A guide for local partners in England". The policy accompanies other related safeguarding policies such as the e-safety and equality policies.

1. Academy Ethos and Practice

1.1	<p>When operating this Policy, the academy uses the following accepted Government definition of extremism which is:</p> <p><i>'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;</i></p>
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	<i>and/or calls for the death of members of our armed forces, whether in this country or overseas'</i>
1.2	There is no place for extremist views of any kind in our academy, whether from internal sources – students, staff or governors – or external sources – academy community, external agencies or individuals. Our students see our academy as a safe place where they can explore controversial issues safely and where our teachers encourage and facilitate this – we have a duty to ensure this happens. All members of the academy staff are trained and demonstrate an understanding of what type of behaviour constitutes extremist behaviour and are vigilant.
1.3	As an academy we recognise that extremism and exposure to extremist materials and influences can lead to poor outcomes for children and so should be addressed as a safeguarding concern as set out in this Policy. We also recognise that if we fail to challenge extremist views we are failing to protect our students.
1.4	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.
1.5	Therefore, the academy will 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 marginalized. We will promote fundamental British values which will enable our students to challenge extremist views.

2. Recognising the indicators of vulnerability to radicalisation

2.1	The academy will ensure its staff have the ability to assess the risk of children being drawn into terrorism. There is no single way of doing this but staff should be alert to the indicators of vulnerability to radicalisation listed below. As with any other safeguarding risk, staff must take action when they observe behaviour that their professional judgment leads them to be concerned about.
2.2	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.
2.3	Students 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 academy staff are able to recognise those vulnerabilities.
2.4	Indicators of vulnerability include:
	2.4.1 Identity Crisis – the student is distanced from their cultural / religious heritage and experiences discomfort about their place in society;
	2.4.2 Personal Crisis – the student may be experiencing family tensions; a sense of isolation; and 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;
	2.4.3 Personal Circumstances – migration; local community tensions; and events affecting the student’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;
	2.4.4 Unmet Aspirations – the student may have perceptions of injustice; a feeling of failure; rejection of civic life;
	2.4.5 Experiences of Criminality – which may include involvement with criminal groups, imprisonment, and poor resettlement /reintegration;
	2.4.6 Special Educational Need – students 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:	
	2.4.7	Being in contact with extremist recruiters;
	2.4.8	Accessing violent extremist websites, especially those with a social networking element;
	2.4.9	Possessing or accessing violent extremist literature;
	2.4.10	Using extremist narratives and a global ideology to explain personal disadvantage;
	2.4.11	Justifying the use of violence to solve societal issues;
	2.4.12	Joining or seeking to join extremist organisations;
	2.4.13	Significant changes to appearance and / or behaviour;
	2.4.14	Experiencing a high level of social isolation resulting in issues of identity crisis and / or personal crisis.
2.5	Any prejudice, discrimination or extremist views, including derogatory language, displayed by students or staff will always be challenged and where appropriate dealt with in line with our Behaviour Policy for students and the Code of Conduct for staff.	
2.6	We will ensure that all of our staff are equipped to recognise extremism and are skilled and confident enough to challenge it. All staff will receive PREVENT training and the Designated Safeguarding Leads will attend (Workshop to Raise Awareness of Prevent) training. Radicalisation and extremism will be an integral part of annual staff safeguarding training.	
2.7	Our academy is required to identify a Prevent Single Point of Contact (SPOC) who will be the lead within the organisation for safeguarding in relation to protecting individuals from radicalisation and involvement in terrorism. The SPOC for The academy is also the Designated Safeguarding Lead.	
2.8	Evidence of extremist behaviour may take the following form:	
	2.8.1	Disclosure by pupils about extremist or radicalised behaviour. This could be in the form of exposure to materials outside of school.
	2.8.2	Use of specific terms that are associated with specific ideological views e.g. use of 'hate' language.
	2.8.3	Intelligence reports from local and national agencies regarding the radicalisation of groups of people in a locality.
	2.8.4	Focus on specific narratives that highlight particular extremist views.
	2.8.5	Evidence of accessing online materials (including social media sites) that include extremist materials.
	2.8.6	Refusal to accept views expressed by others which are counter to the academy's equality policy.
	2.8.7	Concerns raised by parents or carers about the changing behaviour of their child.
	2.8.8	References to an extremist narrative in pupils' work.
2.9	When any member of staff has concerns that a student may be at risk of radicalisation or involvement in terrorism, they should speak with the SPOC or Principal.	
2.10	When making a judgment, staff may ask themselves the following questions:	
	2.10.1	Does the child have access to extremist influences through the internet e.g. via closed network groups or through liaison with organisations or members of the community?
	2.10.2	Does the child possess or actively seek extremist literature/other media likely to incite racial or religious hatred?
	2.10.3	Does the child sympathise or support extremist groups or behaviour in their vocal support for terrorist attacks or in their written work?
	2.10.4	Does the child's outward appearance suggest a new social, religious or political influence e.g. jewellery, tattoo, clothing?
	2.10.5	Has the child been a victim of a race hate or religious crime?
	2.10.6	Has the child had major disagreements with peers, family or faith groups which has led to rejection, isolation or exclusion?
	2.10.7	Does the child display an irregular and distorted view of religion or politics?
	2.10.8	Does the child show a strong objection to specific cultures, races or

		religions?
	2.10.9	Is the child a foreign national awaiting a decision about deportation or immigration?
	2.10.10	Is there an irregular pattern of travel by the child's family?
	2.10.11	Has the child witnessed or suffered from trauma or violence in a war zone or through sectarian conflict?
	2.10.12	Is there evidence of a relative or family friend having extremist views?
2.11	However, we encourage all staff to pass on concerns and the SPOC can then investigate these. All incidents will be investigated in line with current policies and evidence will be recorded and retained for the academy records. If appropriate, parent/carer will be contacted to investigate further and a decision will be made to look at any further external agency support and whether a referral should be made. The SPOC will follow up any referrals and the individual will be monitored for a period of time to look at whether there has been any change in attitude or behaviour. If concerns are still expressed, the SPOC will contact the local Channel coordinator to discuss the next steps.	
2.12	We will help support students who may be vulnerable to such influences as part of our wider safeguarding responsibilities and where we believe a student is being directly affected by extremist materials or influences we will ensure that that student is offered assistance. Additionally, in such instances our academy will seek external support from the Counter Terrorism Unit, the Local Authority and/or local partnership structures working to prevent extremism. The academy staff will be made aware of the Channel programme which focusses on providing support at an early stage to people who are identified as being vulnerable to being drawn into terrorism. This provides a mechanism for the academy to make referrals if we are concerned that an individual might be vulnerable to radicalisation. All staff will undertake the online general awareness training module on Channel. (does this still happen?)	
2.13	Our academy will closely follow the locally agreed procedure as set out by the Local Safeguarding Children Board for safeguarding individuals vulnerable to extremism and radicalisation. For example, the LSCB publishes threshold guidance indicating when a child or young person might be referred for support.	

3. Teaching Approaches

3.1	We will all strive to eradicate the myths and assumptions that can lead to some young people becoming alienated and disempowered, especially where the narrow approaches children may experience elsewhere may make it harder for them to challenge or question these radical influences. In our academy this will be achieved by good teaching, primarily via Citizenship and PSHE sessions; but also by adopting the methods outlined in the Government's guidance ' <u>Teaching approaches that help build resilience to extremism among young people</u> ' DfE 2011 and other updates provided to the academy e.g. through the LA circulars and the LA Prevent Officer (what is his actual title??) . These approaches include setting targets for young people to build a sense of ownership; creating a safe space for dialogue between staff and students; building resilience in students; improving student skills for collaborative work; improving students' ability to interact with each other and a peer mentoring scheme. We will ensure that all of our teaching approaches help our students build resilience to extremism and give students a positive sense of identity through the development of critical thinking skills. The academy 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 students to respect one another and to respect and tolerate difference, especially those of a different faith or no faith. It is indeed our most fundamental responsibility to keep our students safe and prepare them for life in modern multi-cultural Britain and globally.
3.2	We will also work with local partners, families and communities in our efforts to challenge extremist views and to assist in the broadening of our student's experiences and horizons.
3.3	The academy will ensure that children are safe from terrorist and extremist material when accessing the internet. The Academy will ensure that suitable filtering is in

	place through software that is the most up to date version available.
3.4	The academy purchases technical services and connectivity which enables ICT to be checked. The provider is committed to safeguarding children and staff when using the school network or computers. The ICT infrastructure has a filtering system in place to block inappropriate content and if a breach occurred and access to radicalisation material happened, the academy would follow its e-safety procedures, as well as procedures above.

4. Use of External Agencies and Speakers

4.1	The academy encourages the use of external agencies or speakers to enrich the experiences of our students, however we will positively vet those external agencies, individuals or speakers who we engage to provide such learning opportunities or experiences for our students. This includes checking the DBS of all external providers, viewing material that will be used beforehand and conducting a social media check on such agencies or individuals.
4.2	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 academy's values and ethos.
4.3	Our academy will assess the suitability and effectiveness of input from external agencies or individuals to ensure that:
	4.3.1 Any messages communicated to students are consistent with the ethos of the academy and do not marginalise any communities, groups or individuals
	4.3.2 Any messages do not seek to glorify criminal activity or violent extremism or seek to radicalise students through extreme or narrow views of faith, religion or culture or other ideologies
	4.3.3 Activities are properly embedded in the curriculum and clearly mapped to schemes of work to avoid contradictory messages or duplication.
	4.3.4 Activities are matched to the needs of students
	4.3.5 Activities are carefully evaluated by the academy to ensure that they are effective
4.4	Therefore, by delivering a broad and balanced curriculum, augmented by the use of external sources where appropriate, we will strive to ensure our students recognise risk and build resilience to manage any such risk themselves where appropriate to their age and ability but also to help students develop the critical thinking skills needed to engage in informed debate.

5. Whistleblowing

5.1	Where there are concerns of extremism or radicalisation students and staff will be encouraged to make use of our internal systems to whistle blow or raise any issues in confidence.
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6. Recruitment

6.1	The arrangements for recruiting all staff, (permanent and volunteers), to our academy will follow government guidance on safer recruitment best practice in education settings, including, but not limited to, ensuring that DBS checks are always made at the appropriate level, that references are always received and checked and that we complete and maintain a Single Central Record of such vetting checks.
6.2	We will apply safer recruitment best practice principles and sound employment practice in general and 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 our academy's character and ethos. We are aware that such persons seek to limit the opportunities for our students 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 ongoing culture of vigilance within our academy and staff team we will

	minimise the opportunities for extremist views to prevail.
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7. Role of the Governing Body

7.1	The Governing Body of our academy will undertake the online general awareness training module on Channel to ensure that they are clear about their role and the parameters of their responsibilities as Governors, including their statutory safeguarding duties. The Governing Body of our academy will support the ethos and values of our academy and will support the academy in tackling extremism and radicalisation.
7.2	In line with the provisions set out in the DfE guidance 'Keeping Children Safe in Education, the governing body will challenge the academy's senior management team on the delivery of this policy and monitor its effectiveness.
7.3	Governors will review this policy regularly prior to the start of a new academic year (on an annual basis) but may amend and adopt any amendments outside of this timeframe in accordance with any new legislation or guidance.

8. Policy Adoption, Monitoring and Review

8.1	This Policy was considered and adopted by the Governing Body in line with their overall duty to safeguard and promote the welfare of children as set out in the DfE guidance ' <u>Keeping Children Safe in Education</u> '.
8.2	Parents/carers will be issued with a hard copy of this Policy on request. This Policy will also be made available to parents/carers via the academy's website.
8.3	Governors will review this policy annually prior to the start of a new academic year but may adopt any amendments outside of this timeframe in accordance with any new legislation or guidance.

Concerns about extremism

The Clarke Report into the 'Trojan Horse' allegations in Birmingham identified a number of behaviours in schools which may raise concerns. This list is not exhaustive, nor should the presence of these factors necessarily be assumed to indicate extremism:

Teaching

- Political bias in the teaching of any subject, or in assemblies
- Teaching mainstream subjects partially, for reasons other than educational ones. Examples would be forbidding representational art in art and design and banning stringed instruments in music
- Modifying the curriculum by dedicating a disproportionate amount of time to religious and/or cultural subjects, or failing to teach mainstream subjects (e.g. music), or teaching belief as fact (e.g. creationism)

Management of the school

- More general non-compliance with legislation or statutory responsibilities – for example, the Equality Act or recruitment requirements.
- Inviting controversial external speakers to the school
- Arranging or facilitating activities (during the school day or outside) aimed at pupils from a particular religious or cultural background – in particular separate religious worship
- Introducing restrictive school meals policies (e.g. all halal/kosher/vegetarian)
- Changes to the make-up of the governing body so that governors from a particular and/or cultural background predominate
- More general non-compliance with legislation or statutory responsibilities – for example, the Equality Act or recruitment requirements

Treatment of pupils and staff

- Treating female pupils less favourably than male pupils in any respect
- Encouraging the segregation of pupils by gender (or tolerating self-segregation) where there is no educational rationale for this
- Encouraging or requiring pupils or staff to wear faith-related clothing or symbols
- Having discriminatory employment practices (in terms of faith, ethnic origin or gender)
- Treating female members of staff less favourably than male members of staff
- Favouring staff from a particular religious and/or cultural background over others
- Encouraging or requiring staff to wear faith-related clothing or symbols
- Treating female pupils less favourably than male pupils in any respect
- Encouraging the segregation of pupils by gender (or tolerating self-segregation) where there is no educational rationale for this.

Taken from Due Diligence and Counter Extremism Group Department for Education March 2015

Radicalisation

Is a process by which an individual or group comes to adopt increasingly extreme political, social, or religious ideals and aspirations

Extremism

the holding of extreme political or religious views

Propaganda

information, especially of a biased or misleading nature, used to promote a political cause or point of view

Terrorism

the unofficial or unauthorized use of violence and intimidation in the pursuit of political aims

Bias

inclination or prejudice for or against one person or group, especially in a way considered to be unfair

Refugee

a person who has been forced to leave their country in order to escape war, persecution, or natural disaster

Migrant

a person who moves from one place to another in order to find work or better living conditions

ISIS/Daesh

is a Wahhabi/Salafi jihadist Islamic extremist militant group. It is led by and mainly composed of Sunni Arabs from Iraq and Syria

Far Right

Far-right politics are right-wing politics to the right of the mainstream centre right on the traditional left-right spectrum. They often involve a focus on tradition as opposed to policies and customs that are regarded as reflective of modernism.

Additional Materials

PREVENT Duty Guidance

<https://www.gov.uk/government/publications/prevent-duty-guidance>

Department Of Education - Protecting children from radicalisation: the prevent duty

<https://www.gov.uk/government/publications/protecting-children-from-radicalisation-the-prevent-duty>

2010 to 2015 government policy: counter-terrorism

<https://www.gov.uk/government/publications/2010-to-2015-government-policy-counter-terrorism/2010-to-2015-government-policy-counter-terrorism>

Department of Education – Keeping children safe in education

<https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>

Department Of Education & Home Office – The use of social media for online radicalisation

<https://www.gov.uk/government/publications/the-use-of-social-media-for-online-radicalisation>

<http://www.nhs.uk/manchesterattack/Pages/help-and-support-after-the-manchester-attack.aspx>