

PREVENTING EXTREMISM AND RADICALISATION POLICY

2022-2025

MAT Board Approval:

July 2019

Last Review:

June 2022

Next Review:

Summer 2025

Member of Staff Responsible:

Mrs Claire Davies

Our Vision

‘To Love, To Learn, To Serve’ sums up the DoWMAT’s vision for those who come together to create the MAT, enabling all to flourish both as individuals and in community with each other; living life in all its fullness (John 10:10).



Our Values

To Love

The New Testament sums up the entire law as a call to “love your neighbour as yourself” (Galatians 5:14). The Bible teaches that we are only able to love because God first loved us (1 John 4:10). This love is expected to characterise the way in which the DoWMAT operates, makes decisions, builds relationships, and carries out its day-to-day business: each person putting the needs of others before their own, with a commitment to the flourishing of all. The exposition of love in 1 Corinthians 13 reminds us that love is patient, kind, forgiving, generous, humble, trusting, respectful, hopeful, resilient and enduring. Those who learn and work in the DoWMAT, and all who come into contact with it, can expect to experience that love in the way that they are treated.



To Learn



The DoWMAT is a Christian learning community that is committed to enabling all to live a life of freedom and transformation as a result of the hope and wisdom that learning brings. Learning is at the heart of the Church of England’s vision for and commitment to education. Growing in wisdom is celebrated in the Bible and all are exhorted to listen, to seek guidance, to acquire knowledge and to learn discretion (Proverbs 1: 1-6), largely through human relationships and interactions. Jesus’ teaching, as summed up in the Beatitudes (Matthew 5:3-10), describes human beings who are learning to live a life that is characterised by humility, compassion, mercy, righteousness and peace. The learning that takes place within the DoWMAT is expected to be recognisably rooted in these godly characteristics and focused upon enabling the holistic development of people who are made in the image of God.

To Serve

Service and servant leadership, was a striking feature of the way in which Jesus lived his life. The example he gave to his disciples in washing their feet (John 13:1-17) provides us with a role model for the way in which we should seek to live in community with others. Putting the needs of others before our own, supporting people in their growth and development as holistic human beings, enabling people’s gifts and talents to come to the fore as a result of our service to them are all defining characteristics of the way in which the DoWMAT operates. In serving others and meeting their needs through generosity of spirit, we manifest God’s grace and love for others (1 Peter 4:8-11).



These core values underpin all aspects of our Trust as we strive to make a positive difference to the lives of all DoWMAT pupils whilst they are at school and in later life. Through these values, we can be sure our community is one of hope; a place of transformation and trust, where all are treated with respect and dignity.

OUTSTANDING PROFESSIONALS | COLLABORATIVE PARTNERSHIPS | STRONG SYSTEMS | CONFIDENT LEARNERS

1. POLICY STATEMENT

- 1.1. The Diocese of Worcester Multi Academy Trust is fully committed to safeguarding and promoting the welfare of all the pupils and staff within the academy trust, including protecting them from the risks associated with extremism and radicalisation of any form.
- 1.2. The Diocese of Worcester Multi Academy Trust is fully committed to promoting respect, tolerance and diversity for all, regardless of their culture or religion and for preparing pupils for the opportunities, responsibilities and experience of life.
- 1.3. The Diocese of Worcester Multi Academy Trust 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.
- 1.4. The Diocese of Worcester Multi Academy Trust believes that everyone working within the academy trust has a duty to recognise that safeguarding against radicalisation and extremism is no different to safeguarding against any other vulnerability, such as drugs or alcohol, in today's society.
- 1.5. The Diocese of Worcester Multi Academy Trust recognises the challenges posed to pupils within our Trust from a number of different sources including Al Qaida influenced groups, dissident Irish Republican terrorist groups and UK-based extremist groups including racists or fascist organisations and far-right extremist groups which all pose a threat to public order and British multi-cultural way of life.
- 1.6. The Diocese of Worcester Multi Academy Trust expects that everyone working within the academy trust will create an environment of openness and tolerance and support pupils to have a balanced view of the world; including ensuring pupils do not become phobic against certain groups or religions. They have a duty to ensure the fair treatment for all regardless of age, gender, race, sexual orientation, ability and disability.
- 1.7. The Diocese of Worcester Multi Academy Trust requires members of the academy trust to suspend any 'professional disbelief' that instances of radicalisation 'could not happen here' and be aware that radicalisation and extremism can occur in all religions, cultures and communities.
- 1.8. The Diocese of Worcester Multi Academy Trust's Preventing Extremism and Radicalisation Policy draws upon DfE Guidance "Keeping Children Safe in Education, 2014" and HM Government document "Prevent Strategy: A guide for local partners in England".

2. DEFINITIONS AND INDICATORS

- 2.1. Extremism is defined as the holding of extreme political or religious views, to include; 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.
- 2.2. Radicalisation is defined as the act or process of making a person more radical or favouring of extreme or fundamental changes in political economic or social conditions, institutions or habits of the mind.
- 2.3. There are a number of behaviours which may indicate a child is at risk of being radicalised or exposed to extreme views. These include:
 - Spending increasing time in the company of other suspected extremists.
 - Changing their style of dress or personal appearance to accord with the group.
 - Day-to-day behaviour becoming increasingly centred on an extremist ideology, group or cause.
 - Loss of interest in other friends and activities not associated with the extremist ideology, group or cause.
 - Possession of materials or symbols associated with an extremist cause.
 - Attempts to recruit others to the group/cause.
 - Communications with others that suggests identification with a group, cause or ideology.
 - Using insulting or 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

3. TRUST ETHOS AND PRACTICE

- 3.1. There is no place for extremist views of any kind in DoWMAT academies, whether from internal sources – pupils, staff or governors – or external sources – school community, external agencies or individuals. Our pupils see their 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.
- 3.2. As a Trust, 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 pupils.
- 3.3. 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, each Trust academy will provide a broad and balanced curriculum, delivered by skilled professionals, so that our pupils are enriched, understand and become tolerant of difference and diversity and also to ensure that they thrive, feel valued and are not marginalized.
- 3.4. All members of the academy trust should therefore strive to equip pupils with confidence, self-belief, respect and tolerance as well as setting high standards and expectations for themselves.
- 3.5. Staff must be vigilant to signs of pupils who may have been subjected to radical or extremist views and must report any concerns immediately to the Headteacher, and/or person responsible for Safeguarding at the academy, and/or to the CEO of the Multi Academy Trust.
- 3.6. Every academy must provide a broad and balanced curriculum which promotes the spiritual, moral and cultural development of all pupils. Pupils should be encouraged to share their views and recognise that they are entitled to have their own beliefs which should not be used to influence others.
- 3.7. Radicalisation and extremism should not be considered in isolation but an awareness should be embedded throughout other areas of the academy trust such as:
 - E-safety – pupils should be taught the importance of staying safe online, recognising people are not always who they say they are and be given the skills to protect themselves from inappropriate material on-line.
 - Anti-bullying and acceptable behaviour policies - for both adults and children.
 - Safeguarding and Child Protection policies and procedures.
 - Equality schemes and policies.
 - PSHE / Religious Education lessons.

- Ensuring a balanced representation of views is presented during discussions and lessons, particularly if the discussions is of a political nature.
- Ensuring the academy letting policy sets out the values of the academy and make it clear that any groups not adhering to these values may not hire the academy facilities.
- Ensuring support, advice and training is available to staff to enable them to deal with concerns surrounding radicalisation and extremism.

3.8. Each academy is required to adopt the principles set out in this policy.

3.9. Each academy is required to ensure the Prevent agenda is incorporated into the Academy Safeguarding and Child Protection policies and to ensure all information regarding Prevent is updated as appropriate.

3.10. Academies are directed to ensure their e-Safety policies and procedures reflect the Prevent agenda.

4. RECOGNISING THE INDICATORS OF VULNERABILITY TO RADICALISATION

4.1. 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.

4.2. 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.

4.3. Indicators of vulnerability include:

- Identity Crisis – 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; a sense of isolation; and low self-esteem; they may dissociate 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 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.
- Experience of Criminality – which may include involvement with criminal groups, imprisonment, and poor resettlement/reintegration.
- Special Educational Need – students/pupils may experience difficulties with social interaction, empathy with others, understanding the consequences of their actions and awareness of the motivations of others.

4.4. Critical risk factors could include:

- Being in contact with extremist recruiters.
- Accessing violent extremist websites, especially those with a social networking element.
- Processing 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.

4.5. Any prejudice, discrimination or extremist views, including derogatory language, displayed by pupils or staff must always be challenged and where appropriate dealt with in line with the academy Behaviour Policy for pupils and the Trust Code of Conduct for staff.

4.6. Each academy must ensure that all of staff are equipped to recognise extremism and are skilled and confident enough to challenge it. All staff must be made aware of the Prevent strategy and radicalisation and extremism must be an integral part of regular staff safeguarding training.

4.7. **Each academy within the Trust is required to identify a named 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.**

4.8. When any member of staff has concerns that a pupil may be at risk of radicalisation or involvement in terrorism, they should speak with the SPOC / Headteacher. The academy must support pupils who may be vulnerable to such influences as part of their wider safeguarding responsibilities and where it is felt by the academy staff that a pupil is being directly affected by extremist materials or influences the academy must ensure that that pupil is offered assistance. **Additionally, in such instances, the academy has a duty to inform and seek external**

support from the MAT Central Team and/or local partnership structures working to prevent extremism, as appropriate.

- 4.9. Each 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.

5. TEACHING APPROACHES

- 5.1. Each DoWMAT academy must 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 each 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 'Teaching Approaches that help Build Resilience to Extremism among Young People' DfE 2011. These approaches include:

- Setting targets for young people to build a sense of ownership.
- Creating a safe space for dialogue between staff and pupils.
- Building resilience in pupils.
- Improving pupil skills for collaborative work.
- Improving pupils' ability to interact with each other and a peer mentoring scheme.

Each Trust academy will ensure that teaching approaches help our pupils build resilience to extremism and give pupils 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. The academy will teach and encourage pupils to respect one another and to respect and tolerate difference, especially those of a different faith or no faith and strive to prepare each pupil for life in modern multi-cultural Britain and globally.

- 5.2. Each Trust academy is expected to take opportunities to work with local partners, families and communities in their efforts to challenge extremist views and to assist in the broadening of our pupils' experiences and horizons.

6. USE OF EXTERNAL AGENCIES AND SPEAKERS

- 6.1. Each DoWMAT academy will, at some point, invite external agencies or speakers to enrich the experiences of their pupils; however appropriate procedures to positively vet those external agencies, individuals or speakers must be put in place. 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, as appropriate.

- 6.2. 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 school's values and ethos.
- 6.3. Specifically, each academy 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 school 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 properly embedded in the curriculum and clearly mapped to schemes of work to avoid contradictory messages or duplication.
 - Activities are matched to the needs of pupils.
 - Activities are carefully evaluated by the school to ensure that they are effective.
- 6.4. By delivering a broad and balanced curriculum, augmented by the use of external sources where appropriate, DoWMAT academies will strive to ensure our pupils recognise risk and build resilience to manage any such risk themselves where appropriate to their age and ability, and to help pupils develop the critical thinking skills needed to engage in informed debate.

7. WHISTLEBLOWING

- 7.1. Where there are concerns of extremism or radicalisation pupils and staff are directed to make use of academy / DoWMAT internal systems to whistle blow or raise any issue in confidence. Please refer to the separate DoWMAT Whistleblowing Policy.

8. RECRUITMENT

- 8.1. The arrangements for recruiting all staff, permanent and volunteers, to our school will follow government guidance on safer recruitment best practice in education settings, including, but not limited to, ensuring that DBS checks are always made in the appropriate level, that references are always received and checked and that we complete and maintain a Single Central Record of such vetting checks.
- 8.2. Appropriately applied apply safer recruitment best practice principles and sound employment practice in general will deny opportunities for inappropriate recruitment or advancement.

Each DoWMAT academy must be alert to the possibility that persons may seek to gain positions within their academy so as to unduly influence the academy's character and ethos. Staff must be aware that such persons seek to limit the opportunities for their pupils thereby rendering them vulnerable to extremist views and radicalisation as a consequence.

- 8.3. Therefore, by adhering to safer recruitment best practice techniques and by ensuring that there is an ongoing culture of vigilance within our school and staff team it is intended that academies within DoWMAT will minimise the opportunities for extremist views to prevail.

9. ROLE OF LOCAL ACADEMY BOARDS

- 9.1. The Local Academy Board of each academy will undertake regular training led by the Designated Safeguarding Lead to ensure that they are clear about their role and the parameters of their responsibilities as Governors, including their statutory safeguarding duties.
- 9.2. The Local Academy Board of each academy will support the ethos and values of the academy and will support the school in tackling extremism and radicalisation.
- 9.3. In line with the provisions set out in the DfE guidance 'Keeping Children Safe in Education, 2014' the Local Academy Board will challenge the school's senior management team on the delivery of this policy and monitor its effectiveness.

10. POLICY ADOPTION, MONITORING AND REVIEW

- 10.1. The Policy was considered and adopted by the DoWMAT Board in line with their overall duty to safeguard and promote the welfare of children as set out in the DfE guidance 'Keeping Children Safe in Education'.
- 10.2. 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 DoWMAT website and the websites of each individual DOWMAT academy.
- 10.3. The Trust Board will review this policy on a regular cycle but may adopt any amendments outside this time frame in accordance with any new legislation or guidance.

**Reviewed and approved by QE Committee – June 2022*