

School:	The Spires Academy		
Policy:	Prevent, Fundamental British Values and Radicalisation Policy		
<p><u>Notes</u></p> <ul style="list-style-type: none"> i. In this policy, all references to ‘The Academy’ represent The Spires Academy ii. Each academy must ensure highlighted sections only are amended to reflect local arrangements. iii. This policy must not be changed without prior discussion with Catch22 Multi Academies Trust. iv. <u>Local Prevent contacts can be found on page 2 overleaf.</u> 			
Date of last review:	June 2019	Review period:	4 years
Date of next review:	June 2023	Owner:	Accounting Officer
Type of policy:	Non-Statutory	LGB/Board approval	MAT Board approves LGB adopts
Version:	V.2.0.		

Important Information

The Spires Academy Prevent Contacts

Northamptonshire Designated Safeguarding Leads

Designated Officer Administrator	01604 364031
Designated Officer Andy Smith	01604 367862
Designated Officer Christine York	01604 362633

Northamptonshire Prevent or Channel Officers (or equivalent)

MASH	0300 126 1000
Northamptonshire Police	prevent@northants.pnn.police.uk or phone 101 then ext 341166

Background

This 'Preventing Radicalisation Policy' is part of our commitment to keeping children safe.

Since the 'Education and Inspections Act 2006' schools have a duty to promote community cohesion. Over the last few years global events have led to a growth of extremist viewpoints, including advocacy of violent extremism.

Schools have an important part to play in both educating children and young people about extremism and recognising when pupils start to become radicalised. 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.

Safeguarding children from all risks of harm is an important part of a school's work and protecting them from extremism is one aspect of that.

Ethos

At The Academy we ensure that through our school vision, values, rules, diverse curriculum and teaching we promote tolerance and respect for all cultures, faiths and lifestyles. The governing body also ensures that this ethos is reflected and implemented effectively in school policy and practice and that there are effective risk assessments in place to safeguard and promote students' welfare.

We have a duty to prepare our children for life in modern Britain and to keep them safe.

Pupils who attend (The Academy) have the right to learn in safety. We do not tolerate bullying of any kind and will challenge derogatory language and behaviour towards others.

Statutory Duties

The duty to prevent children and young people being radicalised is set out in the following documents.

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

Non-statutory Guidance

- Promoting fundamental British values as part of SMSC in schools: Departmental advice for maintained schools, (DfE 2014)

Related Policies & Documents

This policy links to the following policies and procedures:

- E-Safety Policy
- Behaviour Policy
- Child Protection & Safeguarding Policy
- Equal Opportunities Policy
- Staff Discipline Policy

- Code of Conduct Policy
- Grievance Policy
- Teaching and Learning Policy
- Whistle-blowing Policy

Definitions

Extremism is defined in the 2011 Prevent strategy as 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.

Radicalisation refers to the process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups.

British Values are democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs.

Roles and Responsibilities

Role of the Trustees

It is the role of the Trustees to ensure that the school meets its statutory duties with regard to preventing radicalisation.

Role of the Local Governing Body

It is the role of the Local Governing Body to support and monitor the school in meeting its statutory duties with regard to preventing radicalisation.

Role of the Headteacher

It is the role of the Headteacher (or delegated SLT member) to:

- ensure that the school 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.

Role of Designated Safeguarding Lead

It is the role of the designated safeguarding lead to:

- ensure that staff understand the issues of radicalisation, are able to recognise the signs of vulnerability or 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 the police
- report to the governing body on these matters.

Role of Staff

It is the role of staff to understand the issues of radicalisation and know how to refer their concerns. All staff complete recognised Safeguarding training and on-line Prevent training.

Working in partnership

The Prevent duty builds on existing local partnership arrangements: -

- Local Safeguarding Children Partnerships (SCP) are responsible for co-ordinating what is done by local agencies for the purposes of safeguarding and promoting the welfare of children in their local area
- Local authorities are vital to all aspects of Prevent work
- Working in conjunction with other partners, in particular the police and also civil society organisations, to obtain further advice and support
- Effective engagement with parents/carers or the family in general is also important as they are in a key position to spot signs of radicalisation. We would look to assist and advise families who raise concerns and be able to point them to the right support mechanisms.

Curriculum

We are committed to ensuring that our pupils are offered a broad and balanced curriculum that aims to prepare them for life in modern Britain. We encourage our pupils to be inquisitive learners who are open to new experiences and are tolerant of others.

The Academy is a values-based learning community. Our values support the development of the whole child as a reflective learner within a calm, caring, happy and purposeful atmosphere. Teaching the schools core values alongside the fundamental British values supports quality teaching and learning, whilst making a positive contribution to the development of a fair, just and civil society. This is achieved through the delivery of the PSHE curriculum and through completing the 'VotesforSchools' programme.

Internet Safety

The internet provides children and young people with access to a wide-range of content, some of which is harmful. Extremists use the internet, including social media, to share their messages. The filtering systems used in our school blocks inappropriate content, including extremist content. See the E-Safety Policy.

Staff Training

Staff will be given training to help them understand the issues of radicalisation (Home Office Online awareness training), and are able to recognise the signs of vulnerability or radicalisation and know how to refer their concerns. This information also forms part of induction safeguarding training. Staff are updated as necessary in weekly safeguarding briefings.

Safer Recruitment

We ensure that the staff we appoint to the school are suitable, our recruitment

procedures are rigorous and we follow the statutory guidance published in part 3 of Keeping Children Safe in Education (2015). Vetting and barring checks are undertaken on relevant people, including governors and volunteers.

Visitors

Visitors to the school are made aware of our safeguarding and child protection policies and are given information about what to do if they are concerned about any aspect of child welfare.

Signs of Vulnerability

There are no known definitive indicators that a young person is vulnerable to radicalisation, but there are a number of signs that together increase the risk. Signs of vulnerability include:

- underachievement
- being in possession of extremist literature
- poverty
- social exclusion
- traumatic events
- global or national events
- religious conversion
- change in behaviour
- extremist influences
- conflict with family over lifestyle
- confused identity
- victim or witness to race or hate crimes
- rejection by peers, family, social groups or faith

Recognising Extremism

Early indicators of radicalisation or extremism may include:

- showing sympathy for extremist causes
- glorifying violence, especially to other faiths or cultures
- making remarks or comments about being at extremist events or rallies
- evidence of possessing illegal or extremist literature
- advocating messages similar to illegal organisations or other extremist groups
- out of character changes in dress, behaviour and peer relationships (but there are also very powerful narratives, programs and networks that young people can come across online so involvement with particular groups may not be apparent)
- secretive behaviour
- online searcher or sharing extremist messages or social profiles
- intolerance of difference, including faith, culture, gender, race or sexuality
- graffiti, art work or writing that displays extremist themes
- attempts to impose extremist views or practices on others
- verbalizing anti-Western or anti-British views
- advocating violence towards others

Referral Process

Staff and visitors to the school must refer all concerns about children and young people who show signs of vulnerability or radicalisation must be passed to the Designated Safeguarding Lead:

See Page 2 of this policy for Local Authority officers and contact details.

Monitoring and Review

This policy will be monitored by the governing body at least annually by receiving a report from the Designated Safeguarding Lead using the Extremism & Radicalisation Self-Assessment at **Appendix 2**.

This is not a statutory policy and will be reviewed at an appropriate time not later than three years after ratification by the governing body.

Prevent Duty – Contacts

See Page 2 of this policy for Prevent or Channel Officers from the Local Authority (or equivalent).

Appendix 1

The Spires Academy: Local Addenda to Prevent, Fundamental British Values and Radicalisation Policy

Addenda to the policy for specific local needs can only be added here once they have been signed off by the Local Governance Board and approved by Catch22 Multi Academies Trust.

Appendix 2 Preventing Radicalisation Policy Risk Assessment

This document must be completed by the local Headteacher or manager – this is an example

Significant Hazards and Associated Risks Those Hazards which may result in serious harm or affect several people	People at Risk	Initial Risk Rating	Control Measures (CMs)	Additional CMs required (Dynamic Risk Assessment) if existing CMs cannot be met or circumstances have changed.	Risk: High Medium Low Very Low
Hazard: Lack of choice in qualification pathways for students of all abilities and aspirations. Risks: <ul style="list-style-type: none"> - Disengagement from education - Decline in standards of conduct - Potential NEETs. 	Students (Young People)	L	Annual curriculum review to ensure broadest possible offer of accredited but appropriate qualifications for each year group. Strong careers and work-related learning provision. Robust behaviour policy with emphasis on consistency.	A single SLT lead to enhance consistency of implementation of the behaviour policy. QA of the delivery of subjects. Lesson planning includes referencing to the SMSC, Prevent, FBV curriculum map. PSHE and cross-curricular delivery of E-Safety education.	VL
Hazards: <ul style="list-style-type: none"> - Time available - Number of staff available - Staff not taking the message seriously Risks: <ul style="list-style-type: none"> - Inability to teach all the strands sufficiently. 	Students (Young People)	M	Curriculum is reviewed annually. New curriculum mapping reference for lesson planning of cross-curricular themes. QA of lesson delivery	DfE Channel staff to deliver Prevent training to OMs and SLT. On going training and sharing of awareness as guidance emerges.	VL

<p>- Consistency could be diluted</p>		<p>by local Curriculum Lead, OM, PjM and SLT.</p> <p>All staff to complete on-line DfE Prevent training as part of annual safeguarding training.</p>		
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