Brook Learning Trust
The High Weald Academy

HWA Preventing Extremism and Radicalisation Policy

Introduction

At Brook Learning Trust we bring together our unique academies in our belief in the power of education to change lives and communities. It is our steadfast purpose to challenge and defy the barriers that constrain the educational progress of any child. We set high aims for aspiration and secure collective responsibility for all our children's achievements. Our work is underpinned by the values of Integrity, Respect, Courage, Optimism, Excellence and Accountability.

Academy Ethos and Values

We value freedom of speech and the expression of beliefs/ideology as fundamental rights underpinning our society's values. Both our students and adults have the right to speak freely and voice their opinions. However, freedom comes with responsibility. Free speech which is designed to manipulate the vulnerable or that leads to violence and harm of others goes against the 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.

Aim

To safeguard children, young people and families from violent extremism.

Objectives

1. To define extremism
2. To explain how adults in the school should recognise the symptoms of extremism and radicalisation and support affected students as part of the institution's wider safeguarding responsibilities. This should be seen as everyone's responsibility, irrespective of their role in school, and whether or not they have direct contact with or responsibility for young people

Method of Implementation

Defining Extremism

Preventing extremism, radicalisation and terrorism is one element within our overall academy arrangements to safeguard and promote the welfare of all children in line with our statutory duties set out in section 175/157 of the *Education Act 2002.*

The High Weald Academy will use the following accepted government definitions of extremism and terrorism which are:

'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'.

'Terrorism is an action that endangers or causes serious violence to a person/people; causes serious damage to property; or seriously interferes or disrupts an electronic system. The use or threat must be designed to influence the government or to intimidate the public and is made for the purpose of advancing a political, religious or ideological cause'.

How everyone in the academy safeguards students from extremism

All students, staff and councillors will accept there is no place for extremist views of any kind at the High Weald Academy whether from internal sources – students, staff and councillors – or external sources – academy community, external agencies or individuals.

All students, staff and councillors will recognise the indicators of vulnerability to radicalisation and be aware 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 these vulnerabilities and report any concerns to the Designated Safeguarding Lead.

All schools and colleges are subject to a duty under section 26 of the Counter Terrorism and Security Act 2015, in the exercise of their functions, to have "due regard to the need to prevent people from being drawn into terrorism". This duty is known as the Prevent duty. All academy staff as a part of their safeguarding training will be expected to complete appropriate Prevent training in order to recognise and understand how to identify and support those students who are deemed to be at risk.

The symptoms of vulnerability to extremism include:

- Identity crisis – the student is distanced from their cultural/religious heritage and experiences discomfort about their place in society
- 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 group. They may be searching for answers to questions about faith, identity and belonging
- Personal circumstances – migration, local community tensions, and events affecting the student's country or religion of origin may contribute to a sense of grievance that is triggered by personal experience or racism or discrimination or aspects of government policy
- Unmet aspirations – the student 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 may experience difficulties with social interaction, empathy with others, understanding the consequences of their actions and awareness of the motivations of others
- Browsing of extremist websites at school or witnesses reports that this is happening via another source.

More critical risk factors could include:

- Being in contact with extremist recruiters
- Accessing violent extremist websites
- 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/behaviour

- Experiencing a high level of social isolation resulting in issues of identity crisis and/or personal crisis.

Specific advice to all **Teachers, Higher Learning Teaching Assistants and Learning Mentors** in tackling extremism includes:
- Strive to eradicate myths and assumptions through outstanding teaching
- Be cognisant of DfE guidance, found at:
  https://www.gov.uk/government/publications/teaching-approaches-that-help-to-build-resilience-to-extremism-among-young-people
- Ensure our teaching approaches help our students build resilience to extremism and give a positive sense of identity through the development of critical thinking
- Promote the values of democracy, the rule of law, individual liberty, mutual respect and tolerance for those with different faiths and beliefs
- 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 our fundamental responsibility to keep our students safe and prepare them for life in a modern multi-cultural Britain and globally
- Work with local partners, families and communities in our efforts to challenge extremist views and to assist in the broadening of our students' experiences and horizons
- Promote online safety by means of e-safety education
- All academy communications will be consistent with the ethos of the academy and will not marginalise any communities, groups or individuals
- The use of external speakers is encouraged to enrich the curriculum, however we will positively vet those external speakers, check DBS clearances and view material to be used beforehand.
- Messages will not glorify criminal activity or violent extremism or seek to radicalise students through extreme or narrow views of faith, religion or culture or other ideologies
- Staff and academy councillors will work to ensure that students see school as a safe place where they can explore controversial issues within a safe environment for debate facilitated by teachers. Every member of the academy community has a duty to ensure that this happens; relevant training will be delivered and/or made available

What to do when you suspect safeguarding is compromised and a student is exposed to radicalisation?

Recognise that extremism and exposure to extremist materials and influences can lead to poor outcomes for children. Your suspicions should be addressed as a safeguarding concern as set out in this policy and associated safeguarding recommendations. It is important that you recognise that extremism can be exposed across a variety of indicators. These include observations of stakeholders becoming distanced from their cultural or religious heritage, discomfort about their place in society, personal crisis, isolation from peers, low self-esteem or becoming distanced from friendship groups. Staff should also be aware that indicators of extremism can include anything such as 'honour based

violence', low attendance due to being a victim of an extreme view, exposure to criminality and violence or concerns about stakeholders views on race, gender or sexual orientation.

We also recognise that if any adult fails to challenge extremist views we are failing to protect our students. If there is any concern about a student, staff should speak with the single point of contact who is the Designated Safeguarding Lead, Dan Lloyd (Assistant Principal) and complete a 'safeguarding referral form' (see separate safeguarding policy). The High Weald Academy will help support students who may be vulnerable to influences as part of our wider safeguarding responsibilities. If necessary we will seek outside agency support. This may include completing a Channel referral, a programme which focuses on providing support at an early stage to people who are identified as being vulnerable to being drawn into terrorism. 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

The School Leadership Team (SLT) believes that education is a powerful weapon against extremism and therefore the High Weald 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 ensure that they thrive, feel valued and not marginalised. Every student will study Religious Education and PSHE as part of this broad and balanced curriculum to understand world faiths.

The Designated Safeguarding Lead (DSL) will ensure that all staff are equipped to recognise extremism and are skilled and confident enough to challenge it. 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 High Weald Academy is the Designated Safeguarding Lead (DSL), Dan Lloyd (Assistant Principal).

The Executive Principal will ensure that all staff challenge any prejudice, discrimination or extremist views, including derogatory language, displayed by students or staff. Examples of these will always be challenged and, where appropriate, dealt with in line with the Behaviour for Learning Policy and the Brook Learning Trust Staff Code of Conduct. The Executive Principal will support the Designated Safeguarding Lead, working alongside both Brook Learning Trust and Kent County Council protocols for tackling extremism.

In terms of staff recruitment the Executive Principal, together with the Brook Learning Trust HR Manager, will ensure that at least one interview panel member has received NSPCC safer recruitment training in promotion of an ongoing culture of vigilance. We aim to minimise opportunities for extremist views to prevail.

Whistleblowing: where there are concerns about extremism or radicalisation, students and staff will be encouraged to make use of internal communication systems to report any issue in confidence. Please refer to Brook Learning Trust Whistleblowing Policy published at:
http://www.brooklearningtrust.org.uk/trustpolicies

Role of the Academy Council

The Academy Council will support the ethos and values of the academy and will support it in tackling extremism and radicalisation. The Academy Council will challenge the academy on the delivery of this policy and monitor its effectiveness. Academy Councillors will review the policy annually but may recommend amendments and adoption of any amendments in accordance with new legislation or guidance.

Monitoring:

The academy will keep a log of the number of racist incidents reported distinguishing between those occurring in school and those occurring out of school. The number of students involved in extremism will be recorded, and referrals made to Kent Police and Kent Children's Social Services.

The academy will monitor on a regular basis (daily) the website filtering systems and take actions where necessary.

The academy will retain any reports received from staff, external agencies or Kent Police of the potential of any student to be involved in extremism.

Evaluation:

The effectiveness of this policy will be evaluated against the number of racist and extremist incidents recorded in any academic year and adapted accordingly.

POLICY REVIEW AND RATIFICATION	
This policy is reviewed every two years and ratified by the academy council in December	
This review by SLT	November 2020
Summary of amendments	DSL name change, additional information added for terrorism, prevent duty and Channel.
Ratified by academy council	January 2021
Next review by SLT	November 2022