

Policy Title: Preventing Extremism and Radicalisation Policy
(Statutory Policy)

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Introduction

Clayton Hall Academy is committed to providing secure environments for students, where learners feel safe and are kept safe. All adults recognise that safeguarding is everyone's responsibility irrespective of the role they undertake or whether their role has direct contact or responsibility for learners or not.

This Preventing Extremism and Radicalisation Safeguarding Policy is one element within our overall arrangements to safeguard and promote the welfare of all learners in line with our statutory duties set out at s175 of the Education Act 2002. Our academies' Preventing Extremism and Radicalisation Safeguarding Policy also draws upon the guidance contained in the DfE publication "Keeping Children safe in Education, 2022", and specifically DCSF Resources "Learning Together to be Safe, "Prevent: Resources Guide", "Tackling Extremism in the UK" and DfE's "Teaching Approaches that help build resilience to Extremism among Young People".

Links to other policies

The Preventing Extremism and Radicalisation Policy links to the following academy policies;

- Safeguarding
- Anti-bullying
- On line Safety
- Data security

Aims

The Preventing Extremism and Radicalisation Policy is intended to provide a framework for dealing with issues relating to vulnerability, radicalisation and exposure to extreme views. We recognise that we are well placed to be able to identify safeguarding issues and this policy clearly sets out how the academy will deal with such incidents and identifies how the curriculum and ethos underpins our actions.

The objectives are that:

- All Directors, governors, teachers, teaching assistants and non-teaching staff will have an understanding of what radicalisation and extremism are and why we need to be vigilant in each academy.
- All Directors, governors, teachers, teaching assistants and non-teaching staff will know what the Trust policy is on tackling extremism and radicalisation and will follow the policy guidance swiftly when issues arise.
- All students 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 students will know that the academies have policies in place to keep students safe from harm and that the academy regularly reviews its systems to ensure they are appropriate and effective.

Ethos and Practice

When operating this policy the Trust uses the following accepted governmental definition of extremism which 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; and/or calls for the death of members in our armed forces, whether in this country or overseas'.

There is no place for extremist views of any kind in our academies, whether from internal sources – students, staff or governors, or external sources – academy community, external agencies or individuals. We recognise that extremism and exposure to extremist materials and influences can lead to poor outcomes for students 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.

As part of our whole academy internet safety programme we will highlight the potential risks students may face in relation to on-line radicalisation and encourage students to report any concerns they may have for themselves or other students

As part of wider safeguarding responsibilities staff will be alert to:

- Disclosures by students of their exposure to the extremist actions, views or materials of others outside of the academy such as in their homes or community groups, especially where students have not actively sought these out.
- Graffiti symbols, writing or art work promoting extremist messages or images
- Students accessing extremist material online, including through social networking sites
- Distributing extremist literature and documentation
- Parental reports of changes in behaviour, friendship or actions and requests for assistance
- Partnership academies, local authority services and police reports of issues affecting students in other academies or settings
- Students voicing opinions drawn from extremist ideologies and narratives
- Use of extremist or 'hate' terms to exclude others or incite violence
- Intolerance of difference, whether secular or religious or, in line within our equalities policy, views based on, but not exclusive to, gender, disability, homophobia, race, colour or culture
- Attempts to impose extremist views or practices on others
- Anti-Western or Anti-British views

Use of External Agencies and Speakers

The Trust encourage the use of external agencies or speakers to enrich the experiences of our learners.

We will positively vet those external agencies, individuals or speakers who engage to provide such learning opportunities or experiences for our students. Such vetting is to ensure that we do not unwittingly use agencies that contradict each other with their messages or that we are inconsistent with, or are in complete opposition to, the academy's values and ethos. We must be aware that in some instances the work of external agencies may not directly be connected with the rest of the academy curriculum so we need to ensure that this work is of benefit to students.

Our academy will assess the suitability and effectiveness of input from external agencies or individuals to ensure that:

- Any messages communicated to students are consistent with the ethos of the academy 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 students through extreme or narrow views of faith, religion or culture or other ideologies
- Activities are matched to the needs of students
- Activities are carefully evaluated by the academy to ensure that they are effective

We recognise, however, that the ethos of our academy is to encourage learners to understand opposing views and ideologies, appropriate to their age, understanding and abilities, and to be able

to actively engage with them in informed debate, and we may use external agencies or speakers to facilitate and support this.

The member of staff inviting the visiting speaker will complete the VISITING SPEAKER proforma – see Appendix 1

Appropriate checks where feasible will be undertaken on the person speaking, which may include internet searches and/or contacting other schools where the person has spoken previously to ensure that they have not demonstrated extreme views/actions.

The speaker will be asked to complete the VISITING SPEAKER form which asks them to outline the information they wish to communicate and to agree that they abide by the school's equality commitments; that there must be no statements which might cause offence to others, or otherwise undermine tolerance of other faiths or beliefs; and there must be no extremist material.

Speakers who have links to extreme groups/movements will be refused access as a visiting speaker. The speaker will be asked to talk to the school organiser about the content of the presentation before the event.

Presentations by visiting speakers will not be used to raise funds, without the express permission of the Headteacher.

All visiting speakers must provide photographic identification upon arrival at the academies.

Visiting speakers must be supervised at all times and not left alone with students, unless they have confirmed DBS checks.

Visiting speakers should be made aware that their presentation will be brought to an early end if the content proves unsuitable.

After the presentation the staff member who organised the presentation will provide written feedback that will be stored centrally which notes any contentious subject areas or comments and state whether the speaker could be booked again in the future.

Training

Whole academy in-service training on safeguarding will be organised for staff and governors on an annual basis and will comply with the prevailing arrangements agreed by the Local Authority. The annual training will provide specific guidance on extremism and radicalisation and its safeguarding implications.

The Designated Safeguarding Lead will attend training courses as necessary and the appropriate interagency training organised by the Local Authority at least every three years. Again, this will include training on extremism and radicalisation and its safeguarding implications. Information is provided to staff as part of our safeguarding training programme (PREVENT) to allow staff to identify possible changes in student behaviour that may suggest the student has become influenced by extremist ideology.

Role of Local Governing Bodies

The Governing Bodies will undertake appropriate training 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 will support the ethos and values of our academy and will support the academy in tackling extremism and radicalisation.

In line with the provisions set out in the DfE guidance 'Keeping Children Safe in Education, 2022' the governing body will challenge the Trust's senior leadership team on the delivery of this policy and monitor its effectiveness. Governors will review this policy annually and may amend and adopt it outside of this time frame in accordance with any new legislation or guidance or in response to any quality assurance recommendations pertaining to the delivery of this policy and the overall safeguarding arrangements made.

The policy, in line with updated DfE and Local Authority guidance, will be reviewed on an annual basis.

Appendix 1: School Events - Visiting Organisation & External Presenters Request Form

Department:

Event (Details):

Date:

Times:

Year Group:

Member(s) of staff Organising the Event:

Member(s) of staff accompanying:

Room(s) required:

List Organisation/External presenters details, please complete grid:

Name of Visitor(s)

Organisation

Visitor contact email/telephone number

Organisation email/telephone number (if not the same as above)

Has this been approved by the Headteacher?

Why has this organisation/speaker been invited to speak to students?

Have checks been made to ascertain that the speaker/organisation is not linked to extremist organisations and that no extremist comments have been made at other schools? This can include internet searches and speaking with

other schools who may have invited them to speak. Please list any searches undertaken.

Please confirm that discussion has taken place with the speaker/organisation to be clear about the content of any presentation.

The speaker must read and sign the attached document on the final page. Please confirm that this signed document has been received.

Feedback post event – please note any comments that may be relevant should the school wish to book the speaker/organisation in the future. This should include both positive observations and any concerns.

Confirm that photographic ID has been seen for all visitors.

Additional Information:

Students attending (incl. tutor group details):

This information will be shared with SLT, House Leaders.

Name –

Organisation Name –

I/We understand that at all times whilst on the premises Clayton Hall Academy We must adhere to the schools' equality commitments as below and that there must be no statements which might cause offence to others, or otherwise undermine tolerance of other faiths or beliefs; and there must be no extremist material.

Clayton Hall Academy is committed to the active promotion of equality and opportunity for all. United Endeavour is an inclusive trust where we focus on the well-being and progress of every learner and where all members of our community are of equal worth.

We accept that the community of the school consists of a diverse population of people. That diversity consists of visible and non-visible differences which include factors such as age, sex, background, race, disability, religion, sexual orientation, personality and work style. We work on the premise that harnessing these differences will create a productive environment in which everybody feels valued, where their talents are being utilised and in which we are all meeting the goals of the school.

Our approach to equality is based on the following 7 key principles:

- 1. All learners are of equal value. Whether or not they are disabled, whatever their ethnicity, culture, national origin or national status, whatever their gender and gender identity, whatever their religious or non-religious affiliation or faith background and whatever their sexual orientation.**
- 2. We recognise, respect and value difference and understand that diversity is a strength. We take account of differences and strive to remove barriers and disadvantages which people may face, in relation to disability, ethnicity, gender, religion, belief or faith and sexual orientation. We believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit here.**
- 3. We foster positive attitudes and relationships. We actively promote positive attitudes and mutual respect between groups and communities different from each other.**
- 4. We foster a shared sense of cohesion and belonging. We want all members of our school community to feel a sense of belonging within the**

school and wider community and to feel that they are respected and able to participate fully in school life.

5. We observe good equalities practice for our staff. We ensure that policies and procedures benefit all employees and potential employees in all aspects of their work, including in recruitment and promotion, and in continuing professional development.

6. We have the highest expectations of all our children. We expect that all students can make good progress and achieve to their highest potential.

7. We work to raise standards for all learners, but especially for the most vulnerable. We believe that improving the quality of education for the most vulnerable groups of students raises standards across the whole school.

I/We have read and understood the above guidance and understand that if the school feels that any of the content being discussed is unsuitable the presentation may be brought to an early finish.

Signature.....Date.....

Prevent Duty Risk Assessment/Action Plan

No.	Prevent Vulnerability/Risk Area	Risk Y/N	Action taken/already in place to mitigate/address risk	Owner	When	RAG
1	LEADERSHIP Do the following people have a good understanding of their own and institutional responsibilities in relation to the "Prevent Duty"? <input type="checkbox"/> Board of Governors <input type="checkbox"/> SLT <input type="checkbox"/> Staff <input type="checkbox"/> Students <input type="checkbox"/> Safeguarding team		Prevent training delivered for CLA/NEW/STB staff September 2022 to ensure all staff are aware of requirements and expectations Prevent training to Governors as part of Safeguarding Parents leaflet available to increase parental engagement at CLA/NEW/STB	DKA/ETH/AWO Remotely DKA/ETH/AWO	First inset day of the academic year and rolling for new starters 	G A G
2	Partnership 1) Is there active engagement from the institution's Governors, SMT, managers and leaders? 2) Does the institution have an identified single point of contact (SPOC) in relation to Prevent? 3) Does the institution engage with the BIS Regional Prevent Coordinator, Local Authority Police Prevent Leads and engage with local Prevent Boards/Steering Groups at Strategic and Operational level?	Y	Safeguarding is a regular item in the routine reporting to Governors/Directors. The Strategic Prevent Lead for CLA is the DSL DKA & The Operational Leads are the Deputy DSLs IBR and SDU; for NEW is ETH and for STB is AWO . With responsibility for oversight of the Prevent Action Plan & update to SLT/ GOV. The Trust, through Prevent Leads attend the Safeguarding forums ran by the local authority.	DKA/ETH/AWO DKA/ETH/AWO DKA/ETH/AWO	Termly 	G G G
3	Staff Training Do all staff have sufficient knowledge and confidence to: 1) exemplify British Values in their management, teaching and through general behaviours in the institution 2) understand the factors that make people vulnerable to being drawn into terrorism and to challenge extremist ideas which are used by terrorist groups and can purport to legitimise terrorism		TRUST British Values statement is available on the website. FBV embedded as part of the Tutor programme and curriculum All staff trained as part of Prevent training, refreshed September 2021.	KHU/ETH KHU/ETH DKA/ETH/AWO	Ongoing	G G G

	3) have sufficient training to be able to recognise this vulnerability and be aware of what action to take in response		TRUST Policies to be quality assured by the SLT and the Governing body using the Equalities Impact Assessment toolkit.	CEO/ Leadership teams		G
4	Welfare and Pastoral Support 1) Are there adequate arrangements and resources in place provide pastoral care and support as required by the institution? 2) Does the institution have chaplaincy provision or is this support signposted locally or brought in? 3) Are their adequate monitoring arrangements to ensure that this support is effective and supports the institutions welfare and equality policies?		The Trust has a robust pastoral provision underpinned by the SEND and Behaviour policies and supported by the Headteacher, SENCO and Inclusion Centre. This works effectively, supporting children and families in an open, honest and supportive culture. Non-teaching House Managers are available at all times to support vulnerable student alongside the Inclusion centres at Trust schools. The Trust has a proven track record of effectively working with families and other agencies such as Families First and Children's Social Care in order to improve outcomes for children. The Trust has links to chaplaincy via its Governing Body.	DKA/ETH/AWO	Ongoing	G
5	Speakers and Events 1) Is there an effective policy/framework for managing speaker requests? 2) Is it well communicated to staff/students and complied with? 3) Is there a policy/framework for managing on campus events i.e. charity events? 4) Are off site events which are supported, endorsed, funded or organised through the institution subject to policy/framework?		All externally generated information is reviewed by the Headteacher for permission to distribute. The framework for visiting speakers is identified in this policy. All offsite activities are risk assessed thoroughly as part of the EVOLVE trip submission process through Staffordshire County Council. When there are potentially difficult situations in the locality the Trust works with Police and local elected officials to minimise impact on children and staff.	CRE/JHE/ JHI/LNE SRO DKA/ETH/AWO	On going	G G G
6	Safety Online		ICT team made aware of Prevent Duty. Online safety policy refers directly to maintaining the safety of	JDO/ ARU/DMA/ DKA/ETH/AWO	Ongoing	G

	<p>1) Does the institution have a policy relating to the use of IT and does it information relating to keeping students safe online.</p> <p>2) Does the institution employ filtering/firewall systems to prevent staff/students/visitors from accessing extremist websites and material?</p> <p>3) Does this also include the use of using their own devices via Wi-Fi?</p> <p>4) Does the system alert to serious and/or repeated breaches or attempted breaches of the policy?</p>	<p>students online. Monitoring system in place at CLA/ NEW/STB to quickly identify any student or staff member accessing extremist or radical websites. Email usage Policy is in place and email usage is monitored by the ICT team and the SLT. Data security policy was updated and approved in Mar 22</p> <p>The Trust uses Impero to capture the event and secondly we use web filtering to stop web access to inappropriate content. Smoothwall is used for filtering. All sites DSLs receive a daily report notifying them of any potentially harmful searches undertaken..</p>	<p>JDO/DMA/ARU</p> <p>DKA/ETH/AWO</p>	<p>Ongoing</p> <p>Ongoing</p>	<p>G</p> <p>G</p>
7	<p>Prayer and Faith Facilities</p> <p>1) Does the institution have prayer facilities?</p> <p>2) Are they good governance and management procedures in place in respect of activities and space in these facilities?</p>	<p>CLA have allocated a prayer room every lunch time and this is advertised to students. Prayer Mats purchased by CRE.</p> <p>NEW have allocated every lunchtime as a prayer room and advertised to students. Key held by Trust reception staff.</p> <p>Room available at STB as prayer facility to students.</p>	<p>DKA</p> <p>ETH</p> <p>AWO</p>	<p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p>	<p>G</p> <p>G</p> <p>G</p>
8	<p>Trust/Academy Security</p> <p>1) Are there effective arrangements in place to manage access to the campus by visitors and non-students/staff?</p> <p>2) Is there a policy regarding the wearing of ID on site? Is it enforced?</p> <p>3) Are dangerous substances kept and stored on site?</p>	<p>National, statutory safeguarding measures have been adapted and implemented by the Trust. All visitors are directed to reception where they are signed in and issued passes before they are allowed access to any areas. Staff and visitors all wear ID badges to identify themselves as safe. It is compulsory for staff to wear ID whilst on site as part of the school's Safeguarding Policy</p> <p>All dangerous substances are controlled by the Science/Technology technicians and caretaking and</p>	<p>DKA/ETH/ AWO</p> <p>ALL staff</p> <p>Respective Heads of Science</p>	<p>Ongoing</p> <p>On going</p> <p>Ongoing</p>	<p>G</p> <p>G</p> <p>G</p>

	<p>4) Is there a policy in place to manage the storage, transport, handling and audit of such substances?</p> <p>5) Is there a policy covering the distribution (including electronic) of leaflets or other publicising material?</p> <p>6) Does the institution intervene where off site activities are identified or are likely to impact upon staff and/or students i.e. leafleting, protest etc?</p>		<p>cleaning staff. There is no general access for students or staff to dangerous substances</p> <p>No information is distributed without the agreement of the Headteacher.</p> <p>Information about activities that occur off site and may impact on staff/students are managed by the school prevent leads.</p>	<p>CRE/ NBR/JHE</p> <p>DKA/ETH/AWO</p>	<p>Ongoing</p> <p>Ongoing</p>	<p>G</p> <p>G</p>
9	<p>Safeguarding</p> <p>1) Is protection against the risk of radicalisation and extremism included within Safeguarding and other relevant policies?</p> <p>2) Do Safeguarding and welfare staff receive additional and ongoing training to enable the effective understanding and handling of referrals relating to radicalisation and extremism?</p> <p>3) Does the institution utilise Channel as a support mechanism in cases of radicalisation and extremism?</p> <p>4) Does the institution have a policy regarding referral to Channel identifying a recognised pathway and threshold for referral?</p>		<p>Safeguarding policy is updated annually.</p> <p>All staff across the Trust trained in radicalisation and extremism, with updates where necessary.</p> <p>The Safeguarding policy refers directly to the referral process to Channel.</p>	DKA/ETH/AWO	Annually	G
10	<p>Communications</p> <p>1) Is the institution Prevent Lead and their role widely known across the institution?</p> <p>2) Are staff and students made aware of the Prevent Duty, current risks and appropriate activities in this area?</p>		<p>All concerns regarding safeguarding are directed to the DSL on all sites.</p> <p>Prevent strategy in the assembly plan for all sites.</p> <p>Protocol for information sharing with partners is documented in the Safeguarding policy</p>	DKA/ETH/AWO	Ongoing	G

	3) Are there information sharing protocols in place to facilitate information sharing with Prevent partners?					
11	Incident Management 1) Does the institution have a critical incident management plan which is capable of dealing terrorist related issues? 2) Is a suitably trained and informed person identified to lead on the response to such an incident? 3) Does the Communications/Media dep't understand the nature of such an incident and the response that may be required? 4) Does the institution have effective arrangements in place to identify and respond to tensions on or off campus which might impact upon staff, student and/or public safety? 5) Are effective arrangements in place to ensure that staff and students are appraised of tensions and provide advice where appropriate?		Critical Incident management plan updated by the CEO Mar 2022. This contains all information required to support, resolve or react to any critical incident which may occur on or off campus	WWH/JHE/CRE/NBR		G
12	Staff and Volunteers 1) Does awareness training extend to sub-contracted staff and volunteers? 2) Is the institution vigilant to the radicalisation of staff by sub-contracted staff and volunteers?		All adults who visit the school site or who volunteer to work with our students are DBS checked under the school's Safeguarding Policy and the nature of their business on the school site is approved by a member of SLT/ Headteacher/ CEO Regular visitors or volunteers are given safeguarding training and issued with the most up to date section 1 of KCSIE All staff are aware of the procedure for sharing concerns with the DSL	DKA/ETH/AWO/SRO DKA/ETH/AWO DKA/ETH/AWO	On Going On Going On Going	G G G

