



Preventing Extremism and Radicalisation Guidance

Last review date:		November 2020	
Next Review date:		July 2022	
Date	Version	Reason for change	Source
01.04.22	V2.1	Prevent plan update	Trust

To be read alongside all relevant Matrix Academy Trust policies and procedures

1. Introduction

1.1 Since 2011, when the Government published the revised Prevent Strategy, there has been an awareness of the need to safeguard children, young people and families from violent extremism. There have been several occasions both locally and 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.

1.2 Matrix Academy Trust values freedom of speech and the expression of beliefs as fundamental rights underpinning our society's values. Both pupils 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.

1.3 Matrix Academy Trust is committed to providing a secure environment for pupils, where children and young people feel safe and are kept safe. All professionals at the school recognise that safeguarding is everyone's responsibility irrespective of their role they undertake or whether their role has direct contact or responsibility for children or not.

1.4 This Preventing Extremism and Radicalisation guidance is one element within our overall school arrangements to safeguard and promote the welfare of all children in line with our statutory duties set out at S157/S175 of the Education Act 2002.

1.5 Each school's Preventing Extremism and Radicalisation guidance also draws upon the guidance produced by the Birmingham Children Safeguarding Partnership (BCSP), DfE Guidance "Keeping Children Safe in Education, September 2020", HM government document "Prevent Duty: A guide for local partners in England" and the "Counter Terrorism and Security Act 2015".

1.6 The Counter-Terrorism and Security Act 2015 express a duty on specified authorities, which includes all schools including academies, free schools, maintained schools and studio schools to have due regard to the need to prevent people from being drawn into terrorism. The legislation will be measured through various inspection frameworks, with schools and Children Services measured through OFSTED. The government will be producing guidance to help schools deliver the required standards (issued under section 29 of the Act).

1.7 The Department for Education has set up a helpline for teachers who have questions and/or concerns about extremism. Teachers can call: 0207 340 7264 or email: counter.extremism@education.gsi.gov.uk

2. Trust Ethos and Practice

2.1 When operating this guidance, 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 acceptance 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 There is no place for extremist views of any kind in our schools, whether from internal sources (pupils, staff or Trustees) or external sources (school community, external agencies or individuals). Our pupils see school 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.

2.3 In our Trust schools we recognise that exposure to extremist materials and influences can lead to poor outcomes for children and should be addressed as a safeguarding concern as set out in this guidance. We also recognise that if we fail to challenge extremist views we are failing to protect our pupils.

2.4 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.

2.5 Therefore, each school 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 not marginalized.

2.6 Please see notes on associated terminology in addendum 1.

3. The Counter Terrorism and Security Act July 2015

3.1 The Counter Terrorism and Security Act 2015 was published on 12th February 2015. Section 26 of the Act places a duty on schools in England (and Wales) to prevent people being drawn into terrorism. This duty applies to all schools, whether publicly-funded or independent, and organisations covered by the Early Years Foundation Stage framework. The duty also applies to children's homes. Statutory guidance has been published and comes into force on 1st July 2015.

3.2 Schools leaders (including Trustees) must:

- establish or use existing mechanisms for understanding the risk of extremism
- ensure staff understand the risk and build capabilities to deal with it
- communicate and promote the importance of the duty
- ensure staff implement the duty effectively

Other duties on schools include:

- effective partnership working with other local agencies, e.g. Local safeguarding arrangements, Police, health, etc.
- information sharing
- maintaining appropriate records
- assessing local risk of extremism (including Far Right extremism)
- demonstrating they are protecting children
- developing clear protocols for visiting speakers
- safeguarding policies that take account of local safeguarding arrangements policies and procedures
- training staff to give them knowledge and confidence
- ensuring there is robust ICT protocols that filter out extremist materials
- school buildings must not be used to give a platform to extremists speakers

3.3 Ofsted are responsible for monitoring how well schools are implementing this duty.

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 pupil is distanced from their cultural / religious heritage and experiences discomfort about their place in society;
- Personal Crisis – the pupil 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;
- Personal Circumstances – migration; local community tensions; and events affecting the student / pupil’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;
- Unmet Aspirations – the pupil 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 Need – 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 More critical risk factors could include:

- Being in contact with extremist recruiters;
- Violent extremist websites, especially those with a social networking element;
- 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;and
- Significant changes to appearance and / or behaviour;
- Experiencing a high level of social isolation resulting in issues of identity crisis and/or personalcrisis.

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

4.6 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 WRAP training (Workshop to Raise Awareness of Prevent) and radicalisation and extremism will be an integral part of annual staff safeguarding training.

4.7 Each school 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. **A SPOC is identified in each school. Please refer to the schools prevent plan in addendum 4 for each schools named SPOC.**

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 or Head teacher. We will help support pupils who may be vulnerable to such influences as part of our wider safeguarding responsibilities and where we believe a pupil is being directly affected by extremist materials or influences we will ensure that that pupil is offered assistance. Additionally in such instances schools will seek external support from the Local Authority and/or local partnership structures working to prevent extremism.

4.9 Each school will closely follow the locally agreed procedure as set out by their local safeguarding arrangements for safeguarding individuals vulnerable to extremism and radicalisation.

5. Teaching Approaches

5.1 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 extremist narratives and influences. In our schools this will be achieved by good teaching, primarily via 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.

5.2 Each school 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 pupils to respect one another and to respect and tolerate difference, especially those of a different faith or no faith.

5.3 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 pupils' experiences and horizons.

6. Use of External Agencies and Speakers

6.1 The Trust encourages the use of external agencies or speakers to enrich the experiences of our pupils; however we will positively vet those external agencies, individuals or speakers who we engage to provide such learning opportunities or experiences for our pupils. 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.

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 Each school 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 Therefore by delivering a broad and balanced curriculum, augmented by the use of external sources where appropriate, we will strive to ensure our pupils **recognise risk** and **build resilience** to manage any such risk themselves where appropriate to their age and ability but also 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 will be encouraged to make use of our internal systems to whistle blow or raise any issue in confidence. Please refer to the separate Whistleblowing Policy.

8. Recruitment

8.1 The arrangements for recruiting all staff, permanent and volunteers, to each 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 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.

8.2 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 school so as to unduly influence our schools character and ethos. We are aware that such persons seek to limit the opportunities for pupils thereby rendering them vulnerable to extremist views and radicalisation as a consequence.

8.3 By adhering to safer recruitment best practice techniques and by ensuring that there is an ongoing culture of vigilance within our schools and staff teams, we will minimise the opportunities for extremist views to prevail.

9. Role of Trust Board

9.1 The Trust Board will support the ethos and values of each school and will support the school in tackling extremism and radicalisation.

9.2 The Trustees will review this guidance 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. A Trustee is the Trust's DSL in Governance.

9.3 The Parent Advisory Forum will consider and monitor the Prevent Plan of their school.

10. Standards for Teachers

10.1 Teachers must have proper and professional regard for the ethos, policies and practices of the school in which they teach, and maintain high standards in their own attendance and punctuality. They must have an understanding of, and always act within, the statutory frameworks that set out their professional duties and responsibilities.

10.2 NB the phrase '**fundamental British values**' refers to the definition of extremism as articulated in the Prevent Strategy, which was launched in June 2011 and updated recently. It includes the need for schools to explore with pupils and students '**democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs**'.

11. Supporting children who are travelling/have travelled abroad to specific locations

11.1 If a pupil/parent/carer seeks permission to travel abroad and this falls within the academic school term then the family should be provided with the letter as set out in **addendum 2**. The Dangers of travelling for terrorism (or Forced Marriage or Female Genital Mutilation) are becoming increasingly apparent and concerning. While this guidance refers to children and young people returning; there is an absolute desire to stop them travelling wherever possible. **School staff must also be alert and refer cases of potential concern if they become aware that a pupil is intending to travel during school holidays.**

11.2 If you have concerns either post travel or pre travel and/or identify any concerns in relation to extremism as identified above please refer to the flow diagram in **addendum 3, which** relies on your professional judgment with full support and guidance from your **SPOC**. If any of the indicators of concern are noted upon return/extremism risk identified then consideration needs to be given to making a referral to the schools Multi Agency Safeguarding Hub, this might then escalate the case to Channel where a case de-confliction is carried out that determines threshold for Channel. The Channel panel will suggest appropriate intervention if required. This will be from a safeguarding perspective around a number of issues that will encompass extremism vulnerabilities. If any responses/discussions give further indicators for concern around extremism then the Local Security and Partnership Officer will be contacted.

12. Links and Supporting Documents

HO Foreign Travel Advice-

<https://www.gov.uk/foreign-travel-advice>

Prevent Tragedies

www.preventtragedies.co.uk

How social media is used to encourage travel to Syria and Iraq

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/440450/How_social_media_is_used_to_encourage_travel_to_Syria_and_Iraq.pdf

Promoting British Values through SMSC

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/380595/SMSC_Guidance_Maintained_Schools.pdf

Tackling extremism in the UK - Task Force report (see pages 5 – 7)

<https://www.gov.uk/government/publications/tackling-extremism-in-the-uk-report-by-the-extremism-taskforce>

Channel Guidance

<http://www.acpo.police.uk/documents/TAM/2012/201210TAMChannelGuidance.pdf>

Prevent Duty (new guidance and consultations doc)

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/388934/45584_Prevent_duty_guidance_e-a_consultation_Web_Accessible.pdf

Keeping Children Safe in Education September 2020

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/912592/Keeping_children_safe_in_education_Sep_2020.pdf

Addendum 1 – Associated terminology

Al-Qaeda	An international organization of loosely affiliated groups/cells that carry out attacks and bombings in the attempt to disrupt the economies and influence of Western nations and advance Islamic extremism
British	People who are the inhabitants of Britain (e.g. citizens of England, Scotland, Wales, Northern Ireland, the Isle of Man or one of the Channel Islands, collectively known as the United Kingdom) or an inhabitant of a British overseas territory
Channel	A key element of the Prevent Strategy; Channel is about safeguarding children and adults from being drawn into committing terrorist-related activity. It is about early intervention to protect and divert people away from the risk they face before illegality occurs
English Defence League (EDL)	The English Defence League is a far right, street protest movement, which opposes what it considers to be a 'spread of Islamism', and Islamic extremism in the United Kingdom
Ethnicity	This is linked to distinctive shared social, linguistics, physical (e.g. skin colour) cultural and geographical heritage and norms. Religious belonging may be part of these norms. Every person has an ethnicity. To belong to an ethnic group, an individual must see themselves as a member and be seen as others as being a member of the group
Extremism	One who advocates or resorts to ideologies and measures beyond the norm, in politics and religion often using violence and terror tactics to make their views known, or to gain power
Ideology	A set of ideas and beliefs of a group, religious or political party
Identity	An umbrella term used to describe an individual's understanding of him or herself; identity is influenced by many factors, gender, ethnicity, religion, nationality, culture, family etc.
Media	The means of communication that reaches large numbers of people e.g. the television, newspapers, and the internet
Propaganda	Ideas or statements that are often false or exaggerated and that are spread in order to help a cause
Islamophobia	A hatred or fear of Muslims, their religion and sometimes-related politics or culture
Islamist	A western term used to describe an extreme Muslim usually politicised
Jihad	Personal struggle in everyday life; striving to achieve a goal; also used to mean taking up arms if necessary
Nationalism	A feeling that people have of being loyal to and proud of their country often with the belief that it is better and more important than other countries
Nationality	The status of belonging to a particular nation by origin, birth, or naturalization
Racism	This term refers to the deeply rooted but groundless belief that certain groups are inherently inferior to others. Racism is expressed through attitudes, behaviours and institutional policies and procedures. It disadvantages certain groups in terms of housing, job opportunities and education. Some White people experience racism (for example people from Irish, Jewish or Traveller backgrounds)
Radical	A word that describes a person who favours extreme or fundamental change in existing institutions or in political, social, or economic conditions
Resilience	The ability to recover quickly from change, or misfortune
Right wing	A conservative or reactionary element in a political party or other organisation, often associated with fascism, nationalism and racism
Social media	Forms of electronic communication (web sites, social networking and blogging) through which users create online communities to share information, ideas, personal messages, and other content e.g. videos
Stereotypes	This involves making generalised assumptions about a person or group; applying these assumptions; expecting people to conform to them
Terrorism	The unlawful use or threatened use of force or violence by a person or an organised group against people or property with the intention of intimidating individuals, coercing societies or governments, often for ideological or political reasons.
Terrorist	One that engages in acts or an act of terrorism
Xenophobia	An unreasonable fear or hatred of foreigners or strangers, or of that, which is different, foreign or strange.
XFR	Extreme far right

Addendum 2 - Supporting children who are travelling/have travelled abroad to specific locations

Dear Parent/Carer

Travel Abroad

(Name of Pupil) has advised us that he/she will be travelling to destination on Date to Date.

Travel abroad can be a fantastic learning experience and we encourage pupils to broaden their life experiences to give them a deeper understanding of how other people live around the world. Any trip during term time is discouraged so that it does not negatively impact children's education, but we do consider any requests on a case by case basis.

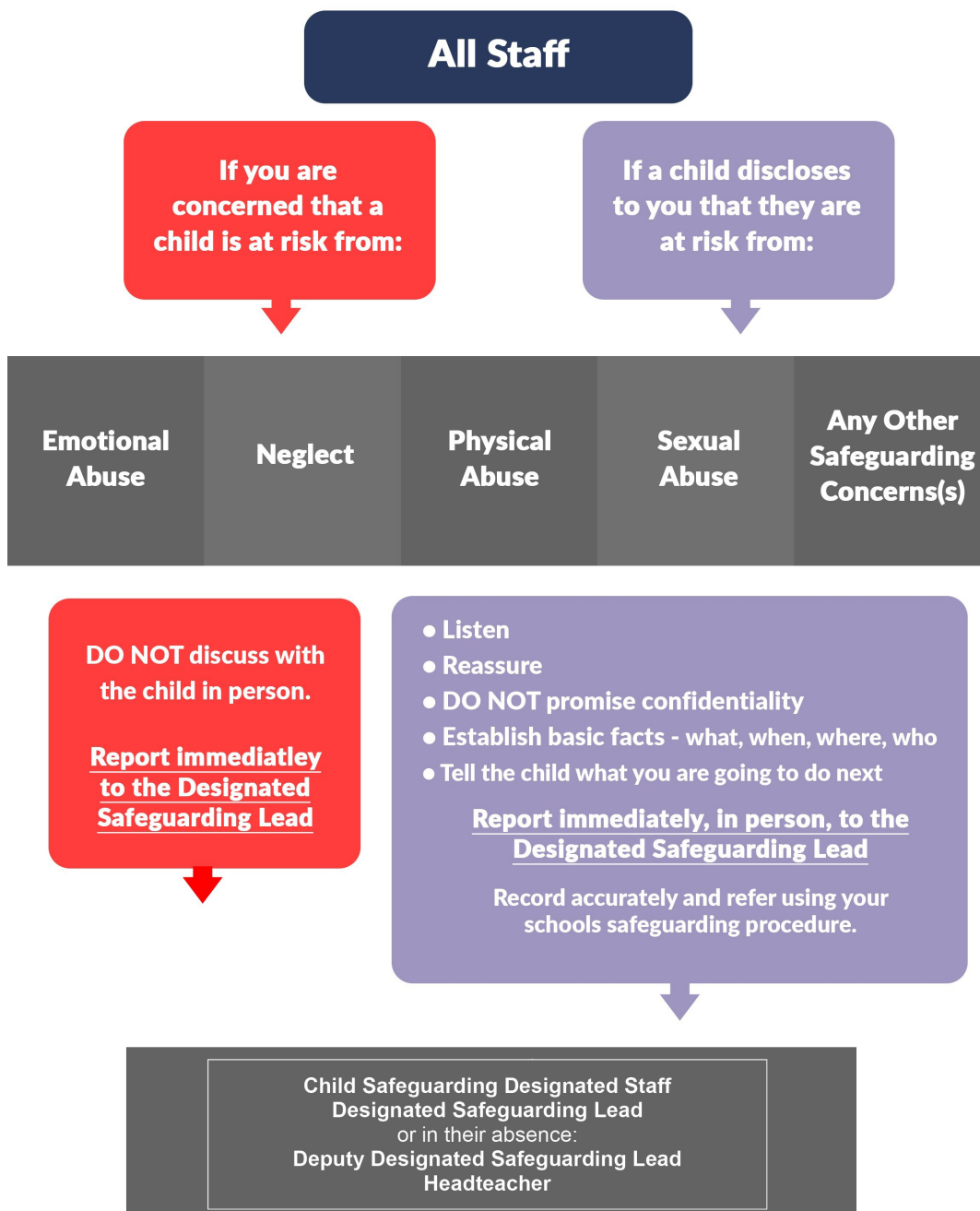
We are aware that in some countries travel for British Nationals can mean increased risk of terrorist attack. Please see the link below of the latest advice and risks associated to a number of destinations. <https://www.gov.uk/foreign-travel-advice>

There have been numerous incidents of young UK nationals travelling abroad which breached current UK legislation, and also legislation of the country of destination if arriving illegally through unsupervised border crossings.

In a handful of cases parents were unaware of their child's plans to travel so this is one of the reasons that we have contacted you to confirm you are fully aware and are happy with the proposed travel arrangements.

Your child's safety is paramount to the school and travel abroad is covered within safeguarding protocols and current legal duties placed upon educational institutions. Please do not hesitate to contact (insert name) on any issues relating to the content of

this letter Yours sincerely



Members of staff with Advanced Level Child Safeguarding and Multi Agency Working training are identified for each school *within the schools individual appendix.*

Addendum 4

Prevent Risk Assessment

School name: Dame Elizabeth Cadbury School
 SLT Prevent Lead (SPOC): Ms A Heilbronn (DSL)
 Prevent Curriculum Lead: Ms A Heilbronn (DSL)
 Review Date: April 2022



Dame Elizabeth
CADBURY



	Complete?		Action required/comments
	Yes	No	
LEADERSHIP AND GOVERNANCE			
Does your safeguarding policy make reference to seek protection from radicalisation and extremist narratives as a safeguarding concern?	YES		We also have a MATRIX MAT Radicalisation and Extremism policy.
Are the lead responsibilities for Prevent clearly identified in the policy?	YES		Yes. S.P.O.C for PREVENT Ms A Heilbronn (Assistant Head Teacher & DSL) is named.
Do you have a Prevent Safeguarding Lead?	YES		Ms A Heilbronn (Assistant Head Teacher & DSL).
Do you have a Prevent Governor Lead?	YES		There is an appointed safeguarding Trustee lead on the Matrix Academy Trust Board of Trustees.
Is there someone who has responsibility for checking visitors to the school?	YES		Reception staff follow the schools safeguarding procedures for all visitors. Any outside visitor presenting sessions in the school is vetted beforehand via background and DBS checks. Material is checked beforehand and guests are accompanied by staff in school.
Is there someone that has the responsibility for checking premises use by outsiders?	YES		Mr S Smith (Site Manager) – TOCA agreements are in place for all external users. Their activities when on site are monitored by site staff and users are never left on site unattended.
Is there someone that has the responsibility for ensuring commissioned services are complying with the Prevent Duty?	YES		Mr S Smith (Site Manager) and Ms J Newsome (Head Teacher) – Process as above and copies of all organisation's own policies are kept by the school. Prior to lettings being authorised, these policies are checked to ensure statutory obligations are upheld by third party organisations.
Is there someone that has the responsibility for record keeping			Ms A Heilbronn as DSL will track and respond to any

demonstrating compliance with the Prevent Duty?			concerns regarding PREVENT.
POLICIES AND PRACTICE			
Do you have a 'No platform' Policy?	YES		We have internet filtering in place – Fortinet.
Is there a clear understanding of information sharing and when cases should be referred to CASS for Channel or other support?	YES		Staff have annual safeguarding training and an annual PREVENT training session covering concerns. DSL Ms A Heilbronn follows a CPD programme which covers PREVENT CASS referrals and Channel awareness.
Has the school ensured its internet security systems prevent access to unauthorised or extremist websites?	YES		We use SENSO to track usage.
Is there a 'No platform' policy on the use of school premises and facilities by outside agencies and groups?		NO	Not used by outside agencies.
Is there a clear Visitors Policy that ensures visitors are vetted and adhere to the school's values and promote community cohesion?	YES		No visitor is allowed onto school site without a prior arranged meeting. Any outside visitor presenting sessions or pupil workshops in the school is vetted beforehand via background and DBS checks. Material is checked beforehand and guests are accompanied by staff in school.
TRAINING			
Has all school staff received training on Prevent? E.g. WRAP training	YES		PREVENT training for all staff is delivered annually. Any member of staff starting in year complete an on line PREVENT CPD course.
Has the Designated Safeguarding Officer been trained?	YES		
Have Governors received training on Prevent?	YES		Matrix Trustees have had a safeguarding CPD session in September 2019 which included PREVENT.
Does your induction programme cover Prevent i.e. new staff, supply,	YES		All new staff receive a safeguarding induction package

visiting and PGCE students and any other ITT programme?			which includes PREVENT.
Does your safeguarding policy make explicit how Prevent concerns should be reported within the school by staff?	YES		
Have you checked that all staff know what they should do if they have a Prevent concern and to whom it should be reported?	YES		Understanding of the safeguarding procedures including PREVENT are checked within the staff safeguarding CPD programme.
Is your staff aware of the 'lock down 'guidance?	YES		Covered by SLT in briefings and has been practiced in school.
Has your DSL been trained in using the screening tool kit?	YES		
Is there a member of staff who is WRAP trained in your setting?	YES		
CURRICULUM			
Do you deliver Prevent through the curriculum?	YES		Delivered within form time PSHE sessions, assemblies, Topic days and cross curricular in specified faculties.
Is Prevent delivered through discreet lessons?	YES		PREVENT PSHE and workshop sessions are covered offering the pupils a "safe space" to discuss, learn about and debate the topic. This is delivered in form time, assemblies and topic days.
Have curriculum interventions been mapped across the age range and subject areas?	YES		An SMSC including PREVENT and British values audit has mapped cross curriculum delivery of this subject area.
Are pupils aware of the dangers of radicalisation and extremism?	YES		Ongoing pupil voice is carried out by our Head of House staff to check pupils understanding and thoughts regarding all safeguarding topics delivered.
Do you have specific resources to deliver lessons on Prevent?	YES		We use resources from Since 9/11 and Educate against hate and those shared through Birmingham Children's Trust.
Do you work with outside providers to support you with delivering Prevent through the curriculum?	YES		We have used Connect futures, Andrew Hall and Dave Allport (Home Office).
Are your staff confident in delivering lessons on controversial issues such as dangers of extremism?	YES		These sessions are delivered within form time, assemblies and Topic days. Either by form tutors or DSL & SPOC Ms A Heilbronn.