

The Rural Enterprise Academy



# Prevent: Promoting Welfare and Wellbeing by Preventing Extremism and Radicalisation Training

1.

Approved by Governors: **July 2018**

Review Period: **1 year**

Review by: **July 2019**

## ***Introduction***

The Rural Enterprise Academy (TREA) is committed to providing a secure environment for pupils, where children feel safe and are kept safe. All staff and volunteers working TREA recognise that safeguarding is everyone's responsibility irrespective of the role they undertake or whether their role has direct contact or responsibility for children or not.

- 1a. Under the Counter Terrorism and Security Act 2015 the academy also has a statutory duty to have due regard to the need to prevent people from being drawn into extremism.

This policy 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 of the Education Act 2002 and should be read in conjunction with the academy's Child Protection and Safeguarding Policy which is available on our academy website. This Policy also draws upon the guidance contained in:

- the Staffordshire SSCB Procedures and DfE Guidance Keeping Children Safe in Education 2018
- DCSF Resources Learning Together to be Safe
- Prevent: Resources Guide,
- Tackling Extremism in the UK
- DfE's "Teaching Approaches that help Build Resilience to Extremism among Young People
- Peter Clarke's Report of July 2014.

## **2. *Academy Ethos and Practice***

When operating this policy The Rural Enterprise Academy use 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 of our armed forces, whether in this country or overseas'.

- 2a. There is no place for extremist views of any kind in our academy, whether from internal sources – pupils, staff or governors, or external sources - academy community, external agencies or individuals. Our pupils see our academy as a safe place where they can legitimately be supported to explore controversial issues safely in a learning context and where our teachers encourage and facilitate this – we have a duty to ensure this happens in order to secure common values and ethos of diversity, inclusion and democracy and the central tenants of British values.
- 2b As an academy we recognise that extremism and exposure to extremist materials and influences can lead to risks 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.

- 2c. 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 these limit 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 and balanced way. Therefore we will provide a broad and balanced curriculum, delivered by skilled professionals, so that our pupils are enriched, with understanding and become tolerant of difference and diversity to ensure that they thrive, feel valued and are not marginalised. Furthermore The Rural Enterprise Academy is aware that young people can be exposed to extremist influences or prejudiced views from an early age which emanate from a variety of sources, including via the internet, and consequently pupils may be at risk of reflecting or displaying views that may be ill-informed, discriminatory, prejudiced or extremist, including using derogatory language.
- 2d. 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 our Behaviour Policy for pupils and the Code of Conduct for staff. Where misconduct by a teacher is proven the matter will be referred to the National College for Teaching and Leadership for their consideration as to whether a Prohibition Order is warranted.
- 2e. As part of wider safeguarding responsibilities academy staff will be alert to:
- Disclosures by pupils of their exposure to the extremist actions, views or materials of others outside of academy, such as in their homes or community groups.
  - Graffiti symbols, writing or art work promoting extremist messages or images
  - Pupils accessing extremist material online, including through social networking sites
  - Parental reports of changes in behaviour, friendship or actions and requests for assistance
  - Police reports of issues affecting pupils in other academies or settings
  - Pupils 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 with our equalities policy, views based on, but not exclusive to, gender, disability, homophobia, race, colour or culture in line with our Equalities Policy
  - Attempts to impose extremist views or practices on others
  - Anti-Western or Anti-British views
- 2f. Our academy will closely follow any locally agreed procedure as set out by the Staffordshire Safeguarding Children Board, including agreed processes and criteria for safeguarding individuals vulnerable to extremism and radicalisation.

### 3. **Teaching Approaches - Building Resilience**

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 some children may experience elsewhere may make it harder for them to challenge or question these radical influences. In our academy this will be achieved by good teaching, including via CPSHE. We will adopt the methods outlined in the Government's guidance 'Teaching approaches that help build resilience to extremism among young people' DfE 2011 and Promoting fundamental British values as part of SMSC in academies - Departmental advice for maintained academies, 1 November 2014. We will ensure that all of our teaching approaches help pupils to build resilience to extremism and give pupils a positive sense of identity through the development of critical thinking skills. We will ensure that all of our staff are equipped to recognise extremism and are skilled and confident enough to challenge it.

3a. We will be flexible enough to adapt our teaching approaches, as appropriate, so as to address specific issues and be relevant to the current issues and insight into extremism and radicalisation. In doing so we will apply the 'key ingredients' see **Appendix A**, and we will apply the methodologies set out in that document following the three broad categories of:

- Making a connection with young people using a pupil centred approach
- Facilitating a 'safe space' for dialogue
- Equipping our pupils with the appropriate skills, knowledge, understanding and awareness for resilience

3b. Therefore this approach will be embedded within the ethos of our academy so that pupils know and understand what safe and acceptable behaviour is in the context of extremism and radicalisation. This will work in conjunction with our academy's approach to the spiritual, moral, social and cultural development of pupils as defined in OfSTED's Academy Inspection Handbook September 2015 and will include the sound use of assemblies to help further promote this rounded development of our pupils. Our goal is to build mutual respect and understanding and to promote the use of dialogue not violence as a form of conflict resolution. We will achieve this by using a curriculum that includes:

- Open discussion and debate
- Work on anti-violence and a restorative approach addressed throughout the curriculum
- Focussed educational programmes

3c. We will also work with local partners, families and communities in our efforts to ensure our academy community understands and embraces the local context and our values in challenging extremist views, to assist in the broadening of our pupil's experiences and

horizons. We will help support pupils who may be vulnerable to adverse 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 safeguarded, supported and offered mentoring intervention. Additionally in such instances our academy will seek external support from local partnership structures working to prevent extremism.

3d. The Rural Enterprise Academy 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. It is indeed our most fundamental responsibility to keep our pupils safe and prepare them for life in modern multi-cultural Britain and globally.

#### **4. *Use of External Agencies and Speakers***

The Rural Enterprise Academy encourages the use of external agencies or speakers to enrich the experiences of our pupils, however we will positively vet, risk assess those external agencies, individuals or speakers who we engage to provide such learning opportunities or experiences for our pupils. Such vetting is to ensure that we do not unwittingly use agencies that are inconsistent with, or are in complete opposition to, the academy's values and ethos and our duties in regard to this and our Safeguarding policy. We must be aware and clear of benefit to pupils through such activity. Our 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 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 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 well-managed, fully supervised and subject to robust safeguarding procedures.
- Activities are matched to the needs of pupils
- Activities are carefully evaluated by the academy to ensure that they are effective

4a. We recognise that the ethos of our academy is to encourage pupils to understand diverse views and ideologies, appropriate to their age, understanding and abilities, and to be able to actively engage in informed debate, and we may appropriately permit the use external agencies or speakers to facilitate and support this. 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 to themselves or their peers where appropriate to their age and

ability but also to help pupils develop the critical thinking skills needed to engage in informed debate as part of a wider community.

## **5. Referring Concerns**

Where there are concerns of extremism or radicalisation parents, pupils and staff will be encouraged to make use of our internal systems to raise any issue in confidence with senior management. The lead person for Prevent is the Designated Safeguarding Lead, they would normally be the first point of contact should there be concerns. If for any reason this creates a difficulty for the referrer, they can contact the Local Authority 'Prevent' co-ordinator, First Response Team, Education Safeguarding Advice Service or Ofsted, depending on the level of concern. Contact details for these agencies can be found at the end of this policy document.

Staff should refer to the Safeguarding Whistle Blowing Policy under which they are entitled to employment protection for raising genuine concerns outside of the academy environment. See Appendix B.

## **6. Child Protection**

Please refer to our Child protection and Safeguarding Policy for the full procedural framework on our Child Protection duties.

Staff will be alert to the fact that whilst Extremism and Radicalisation are managed as a safeguarding issue there may be some instances where a child or children may be at direct risk of harm or neglect. For example; this could be due to a child displaying risky behaviours in terms of the activities they are involved in or the groups they are associated with or staff may become aware of information about a child's family that may indicate a child at risk of harm. (These examples are for illustration and are not definitive or exhaustive) Therefore all adults working within the Rural Enterprise Academy (including visiting staff, volunteers, contractors, and students on placement) are required to report instances where they believe a child may be at risk of harm or neglect to the Designated Safeguarding Lead who will make a referral to children's social care or the Staffordshire Prevent team when appropriate.

- 6a. The Designated Safeguarding Lead works in line with the responsibilities as set out at Annex B of the DfE Guidance 'Keeping Children Safe in Education' 2018. The Designated Safeguarding Lead is the focus person and local 'expert' for academy staff, and others, who may have concerns about an individual child's safety or well-being and is the first point of contact for external agencies. In line with Recommendation 2 of Peter Clarke's Report; the role of our Designated Safeguarding Lead includes the responsibilities of the PREVENT strand of the Government's counter-terrorism strategy.

## **7. Training**

All staff, including temporary staff and volunteers will receive an induction in regard to our Safeguarding policy and procedures. This will include information and guidance

about our duty to prevent people from being drawn into terrorism. The Rural Enterprise Academy will deliver/arrange in-service training in regard to safeguarding and child protection for staff, appropriate governors and volunteers annually and will comply with the prevailing arrangements approved by Staffordshire Safeguarding Children Board and will, in part, include awareness raising on extremism and radicalisation and its safeguarding implications.

- 7a. The Designated Safeguarding Lead will attend appropriate and relevant training courses in regard to safeguarding children, including the appropriate inter-agency training organised by the Safeguarding Children Board at least every two years. This will include accessing training on extremism and radicalisation and its safeguarding implications. The Designated Safeguarding Lead will ensure that all adults working in the academy receive appropriate levels of training, guidance and support in regard to safeguarding children from extremism and radicalisation on recorded regular basis.

## **8. *Recruitment and staff conduct***

The arrangements for recruiting all staff, permanent and volunteers, to our academy will follow guidance for 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, via HR, we complete and maintain a single central record of such vetting checks. 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.

- 8a. We will be alert to the possibility that persons may seek to gain positions within the academy so as to unduly influence our academy's character and ethos. We are aware that such persons seek to limit the opportunities for our pupils thereby rendering them vulnerable to extremist views and radicalisation as a consequence. Therefore, by adhering to safer recruitment best practice techniques and by ensuring that there is an ongoing culture of vigilance within our academy we will minimise the opportunities for extremist views to prevail.
- 8b. Referrals to the Staffordshire LADO service will be made when appropriate as per statutory guidance and our Safeguarding Children Policy.

## **9. *Role of Governing Body***

The Governing Body will undertake appropriate training and updating to ensure clarity about their role and the parameters of responsibilities as Governors, including their statutory safeguarding duties. The Governing Body shapes the ethos and values of our academy and will support the academy in tackling extremism and radicalisation. In line with Recommendation 13 of Peter Clarke's report details of our Governing Body are published on our academy website to promote transparency. In line with the provisions set out in the DfE guidance 'Keeping Children Safe in Education, 2018 the governing body will challenge the academy's senior leadership team on the delivery of this policy and monitor its effectiveness. Governors will review this policy regularly (annually) and

may amend and adopt it outside of this timeframe 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.

#### 10. **Contact details:**

First Response Team (re concerns that an identified Staffordshire child or children are at risk or LADO referrals) 0800 1313 126  
Emergency Duty Service (children's social care) 0845 6042 886  
Staffordshire Prevent Team: Tel: 01785 238239 or 01785 233109  
Email: [prevent@staffordshire.pnn.police.uk](mailto:prevent@staffordshire.pnn.police.uk)  
Education Safeguarding Advice Service (Staffordshire) – 01785 895836 Ofsted contact centre 0300 123 1231

#### 11. **References:**

Staffordshire Safeguarding Children Board procedures can be found on:

[www.staffsscb.org.uk](http://www.staffsscb.org.uk)

SSCB Procedure 6L: Safeguarding People who are vulnerable to being drawn into violent extremism and / or terrorism in Staffordshire & Stoke on Trent

Prevent Duty Guidance: <https://www.gov.uk/government/publications/protecting-children-from-radicalisation-the-prevent-duty>

**Keeping Children Safe in Education 2018**

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/550511/Keeping\\_children\\_safe\\_in\\_education.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/550511/Keeping_children_safe_in_education.pdf)

**Prevent Duty June 2015 highlighted training:**

[http://course.ncalt.com/channel\\_Awareness/01/index.html](http://course.ncalt.com/channel_Awareness/01/index.html)

**UK Safer Internet Centre:** [www.saferinternet.org.uk](http://www.saferinternet.org.uk)



## Appendix A – Teaching approaches to building resilience in children and young people

Push Factors	Key Ingredients	Pull Factors
Factors which push/make an individual vulnerable to extremist messages	<b>Teacher confidence and skills</b> in dealing with difficult and sensitive issues	Factors that draw young people into extremist messages
Lack of excitement, frustration	<b>Teacher attitude/behaviours</b> <ul style="list-style-type: none"> <li>• Need to be able to admit that do not necessarily know the answers</li> <li>• Able to acknowledge that controversial issues/matters exist</li> <li>• Willingness to seek help when not sure what to do/how to assist</li> <li>• Understanding that they have a role to play re this agenda</li> </ul>	Confident and charismatic recruiters
Lack of a sense of achievement seen as significant. Lacking purpose/confidence in the future/life goals.	<b>Specific knowledge</b> <ul style="list-style-type: none"> <li>• Some understanding of other cultures and religions and belief systems</li> <li>• Knowledge of alternate values framework</li> </ul>	Networks/sense of belonging
Lacking an outlet for views	<b>Teaching pedagogy</b> <ul style="list-style-type: none"> <li>• Working with pupils to enable them to develop critical thinking skills (to be able to see through propaganda...</li> <li>• Enabling pupils to see multiple perspectives</li> <li>• Enabling pupils to deal with difficult situations</li> <li>• Utilizing multiple resources/methods</li> <li>• Working with young people to enable them to develop and have pride in sense of self and sense of having multiple identities</li> <li>• Linking school work with the wider community</li> </ul>	Persuasive clear message which exploit knowledge gaps
Gaps in knowledge and or understanding of Islam both young people and their parents	Explicit teaching of Islam Visitors that can talk about their faith e.g. LCMs via <a href="mailto:meas@entrust-ed.co.uk">meas@entrust-ed.co.uk</a> Visits to a range of places of worship	Wider community views which promote extremist views or do not actively oppose extremism

A sense of injustice	Supporting active participation in democratic processes e.g. voting (both at school and national level), support to engage in protest with regards to issues that are relevant to them. Modelling ways to engage in justice in appropriate and democratic ways. This lesson is an example of how this might be done. <a href="https://www.equalityhumanrights.com/en/secondary-education-resources/lesson-plan-ideas/lesson-12-taking-action">https://www.equalityhumanrights.com/en/secondary-education-resources/lesson-plan-ideas/lesson-12-taking-action</a>	
Actual or perceived humiliating experiences. This may be linked to sense of injustice. The experiences may be of being bullied, put down etc	Restorative justice approach to incidents	
Exclusion – a lack of belonging to peer/community networks, groups etc.	Explicit identification of isolated pupils e.g. using socio-metric testing and then giving places in clubs and groups to support proactive engagement within the school community.	

## **Appendix B – Referral Pathway**

### **Prevent**

#### **What do I do if I have concerns about an individual in relation to extremism or radicalisation?**

If you have concern about an individual in relation to extremism or radicalisation, you can refer to the Prevent Team. They will be able to offer appropriate advice and guidance and will refer into the Channel process, if required.

#### **Prevent Co-ordinator**

Tel: 01785 232054

Email: [Calum.Forsyth@staffordshire.pnn.police.uk](mailto:Calum.Forsyth@staffordshire.pnn.police.uk)

#### **Prevent Team**

Tel: 01785 238239 or 01785 233109

Email: [prevent@staffordshire.pnn.police.uk](mailto:prevent@staffordshire.pnn.police.uk)

#### **What is Channel?**

Channel is a key element of the Prevent Strategy. It is a multi-agency approach to protect people at risk of radicalisation. Channel uses existing collaboration between local authorities, statutory partners, the police and the local community to identify individuals at risk of being drawn into terrorism, assess the nature and extent of that risk and develop the most appropriate support for the individuals concerned.

More information about Channel can be found at:

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/118194/channel-guidance.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/118194/channel-guidance.pdf)

#### **What happens once I have raised a concern about an individual with the Prevent Team?**

Prevent Team Officers would liaise with you to discuss your concerns. They would complete a vulnerability assessment for the individual (either by engaging directly with them or based on information given by the referrer, depending on the circumstances).

The information would then be used to make a decision as to whether the case needed to be discussed at the next Channel meeting, where the assessment is discussed and agencies are invited to contribute any shared knowledge about the individual from their own area of business. The vulnerability assessment scoring is also discussed and a decision made about how to ensure the most suitable outcomes for the individual are achieved. If the case is not accepted into the Channel process at this stage, it will be referred back to the Case Management process, where appropriate alternative support and engagement for the individual will be identified. Page **14** of **15**

If an individual who has been referred to Channel is the subject of an existing statutory process (for example, child protection processes) the Prevent Team would endeavour to contribute to the statutory process along with the other key partners who were working together to achieve the best outcomes for the individual concerned.

The person making the referral will be kept informed and, in many cases, would be involved in decision-making going forward.

## Channel Process

When an individual is identified as a potential cause for concern in relation to Prevent, a referral will be made to Prevent Team.

### Screening Referrals

Screen referral to ensure there is a specific vulnerability around radicalisation and the referral is not malicious or misinformed.

<p><b>Appropriate:</b></p> <p><b>Preliminary Assessment</b>          Determine suitability (alternative support mechanisms).          Collective assessment of vulnerability and risk.          Review panel decisions at 6 and 12 months.</p>		<p><b>Not appropriate:</b></p> <p>Exit or refer to appropriate alternative support mechanism</p>
<p><b>Multi-Agency Panel</b>          Review of vulnerability assessment and risk.          Collective assessment of support needs.          Develop support plan.          Identify and procure appropriate support packs.          Review progress.</p>		
Review	Delivery of support	