West Norfolk Academies Trust

Prevention of Extremism and Radicalisation Policy

Reviewed by:	**Governing Body**
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1. Purpose and Aims

1.1 West Norfolk Academies Trust are fully committed to safeguarding and promoting the welfare of all our pupils. We recognise that safeguarding against radicalisation and extremism is no different to safeguarding against any other vulnerability in today's society.

1.2 Our schools fully recognise the contribution it can make to promoting the welfare of children and protecting them from harm. This policy sets out our strategies and procedures to protect vulnerable pupils from being radicalised or exposed to extremist views. The elements of our policy are prevention, protection and support.

1.3 We will ensure that:

- All staff, volunteers and governors, have an understanding of what radicalisation and extremism is and why we need to be vigilant in school.
- Through training, staff, volunteers and governors will know what the school policy is on tackling extremism and radicalisation and how to respond when concerns arise.
- Through our curriculum, we will promote the spiritual, moral, social and cultural development of pupils.
- Parents/carers and pupils will know that our schools have policies in place to keep pupils safe from harm and that the schools regularly review these systems to ensure they are appropriate and effective.

1.4 This policy applies to all pupils, staff, parents, governors, volunteers and visitors.

1.5 A glossary of related terms and indicators of vulnerability to extremism can be found in Appendices 1 & 2 of this policy.

2. Roles and Responsibilities

2.1 It is the responsibility of *every* member of staff, volunteer and regular visitor to our schools to ensure that they carry out the requirements of this policy and, at all times, work in a way that will safeguard and promote the welfare of all of the pupils at our schools.

2.2 The Governing Bodies of our schools are accountable for ensuring the effectiveness of this policy and our compliance with it. The Governing Body will ensure that:

- This policy is reviewed annually alongside our Safeguarding & Child Protection Policy.
- All staff undertake appropriate training that equips them with the skills to identify and respond appropriately to concerns regarding extremism and radicalisation.

- The Headteacher and Designated Safeguarding Lead will assess the risk of pupils being drawn into terrorism, including support for extremist ideas that are

part of terrorist ideology using the DfE Prevent Risk assessment. The risk assessment may include consideration of the school's curriculum, the use of school premises by external agencies and any other local issues relating to the school community.

- A broad curriculum is in place to deliver the spiritual, moral, social and cultural development of pupils and teach children about fundamental British values.
- Appropriate safeguarding arrangements are in place by working in partnership with other agencies and communities as required.
- There are systems in place for keeping pupils safe from extremist material when accessing the internet in our school by using effective filtering and usage policies.

2.3 The Designated Safeguarding Leads (DSLs) will carry out their role in accordance with the responsibilities outlined in Annex C of *'Keeping Children Safe in Education'.* As part of this responsibility, the DSL's will act as the point of contact within our school for any concerns relating to radicalisation and extremism.

2.4 The DSLs will make referrals following safeguarding procedures and contact CADS. Following this, a referral using the Prevent Referral Form in accordance with **Norfolk Prevent procedures** to the Norfolk Multi Agency Safeguarding Hub (MASH) team where appropriate and will represent our school at Channel meetings as required.

2.5 The DSLs are responsible for ensuring that all staff members and volunteers are aware of our policy and the procedures they need to follow. They will ensure that all staff have received appropriate training and this will be the Home office training – this can be found at: https://www.gov.uk/guidance/prevent-duty-training

3. Training

3.1 Through training, we will ensure that all of our staff are made fully aware of the threats, risks and vulnerabilities that are linked to radicalisation both online and offline. Staff will be able to identify children at risk of being drawn into extremism and develop the confidence to challenge extremist. All staff will understand how we can provide support to ensure that our pupils are resilient and supported to resist involvement in radical or extreme activities. All staff have received appropriate training and this will be the Home office training – this can be found at: https://www.gov.uk/guidance/prevent-duty-training

3.2 The DSL and/or the alternative DSLs will have received Prevent training. The DSL will act as a point of contact with the school for any concerns relating to radicalisation and extremism.

3.3 Our governing bodies will also undertake appropriate training to ensure they are able to carry out their duty to safeguard all of the children at our schools.

4. The Role of the Curriculum

4.1 We will provide pupils with a broad and balanced knowledge based curriculum and promote cultural capital through the spiritual, moral, social and cultural (SMSC) development of our pupils. Pupils will be encouraged to regard people of all faiths, races and cultures with respect and tolerance.

4.2 Through our knowledge rich curriculum we will aim to:

- Enable students to develop their self-knowledge, self-esteem and self-confidence;
- Enable students to distinguish right from wrong and to respect the civil and criminal law of England;
- Encourage students to accept responsibility for their behaviour, show initiative, and to understand how they can contribute positively to the lives of those living and working in the locality of the school and to society more widely;
- Enable students to acquire a broad general knowledge of and respect for public institutions and services in England;
- Further tolerance and harmony between different cultural traditions by enabling students to acquire an appreciation of and respect for their own and other cultures;
- Encourage respect for other people;
- Encourage respect for democracy and support for participation in the democratic processes, including respect for the basis on which the law is made and applied in England.
- Ensure that, the curriculum and learning environment lays down a grounding in which the ideological and emotional roots of extremist beliefs, attitudes and behaviours cannot flourish.
- Students are taught to know their own minds, to operate from a position of self-awareness and self-valuing, and to develop the capacity to empathise with others.

5. Visitors and the Use of School Premises

5.1 We recognise the role that external agencies and speakers can play in enhancing the learning experiences of our pupils. Where we use external agencies and individuals in this way, we will positively vet them to ensure that their messages are consistent with, and not in opposition to, the school's values and ethos.

5.2 Our schools 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 our schools 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 schools to ensure that they are effective.

5.3 Any guest speakers or external agencies will be provided with a copy of our safeguarding procedures on arrival at the school and will be appropriately supervised at all times.

5.4 When an agreement is made to allow non-school groups or organisations to use school premises, appropriate checks will be made before agreeing the contract. Usage will be monitored and in the event of any behaviour not in-keeping with the Tackling Extremism and Radicalisation Policy, the school will contact the police and terminate the arrangement.

6. Procedures for Managing Concerns

6.1 Our schools adhere to the procedures that have been agreed locally through the Norfolk Children's Safeguarding Partnership for safeguarding individuals vulnerable to extremism and radicalisation. Please also refer to our Safeguarding & Child Protection Policy for further information about our wider safeguarding responsibilities.

6.2 We recognise that staff at our schools play a particularly important role as they are in a position to identify concerns early and provide help for children to prevent concerns from escalating. **All staff are advised to maintain an attitude of '*it could happen here*' where safeguarding is concerned and this includes vulnerability to radicalisation.**

6.3 At all times we will work in partnership and endeavour to establish effective working relationships with parents, carers and colleagues from other agencies in line with **Working Together to Safeguard Children (2023).**

6.4 The Designated Safeguarding Leads (DSLs) should be used as a first point of contact any safeguarding concerns in our schools. Any member of staff or visitor to the school who receives a disclosure of or suspects that a child is at risk of radicalisation must report it immediately to the DSL or, if unavailable, to the alternate designated person. In the absence of either of the above, the matter should be brought to the attention of the most senior member of staff.

6.5 We will use the guidance provided by Norfolk County Council ***(Notice – Check – Share)*** following receipt of any information raising concerns about vulnerability to radicalisation. The DSL will then follow safeguarding procedures and:

a) Inform the Headteacher immediately.
b) Contact Norfolk's Children's Advice and Duty Service or Adult Social Services.
c) Complete a Prevent referral form (See Appendix 3) and send to Preventreferrals-NC@norfolk.police.uk
d) The referral form will then be emailed to the CADS team.
e) On receipt of the referral CADS and the Prevent Policing Team will conduct a joint assessment.
f) All information and actions taken, including the reasons for any decisions made, will be fully documented on CPOMS.

6.6 All Channel referrals will be made using The Prevent form that can be found at Appendix 3.

6.7 If an allegation is made or information is received about an adult who works in our setting which indicates that they may be unsuitable to work with children because of concerns relating to extremism and radicalisation, the member of staff receiving the information should inform the Headteacher or Chair of Trustees immediately in line with the procedures outlined in our Safeguarding Policy and the Whistleblowing Policy. This can be done by emailing: clerk@wnat.co.uk

7. Relevant Policies

7.1 To underpin the values and ethos of our school and our intent to ensure that pupils at our school are appropriately safeguarded, the following policies and guidance should be read in conjunction with this policy:

- Safeguarding incorporating Child Protection Policy
- Prevent: Norfolk Practitioners' Quick Guide
- Prevent duty guidance: England and Wales 2023
- Anti-Bullying
- Equalities
- Online Safety
- Behaviour Policy
- Health and Safety including site security
- Use of School Premises/Lettings
- Whistle-blowing

8. Statutory Framework

8.1 This policy has been devised in accordance with the following legislation and local and national guidance:

- Norfolk Channel Procedures
- The Counter-Terrorism & Security Act 2015
- '*Prevent Duty Guidance: for England & Wales*', HM Government (2023)
- The Prevent Duty: safeguarding learners vulnerable to radicalisation (2023)

- 'Promoting fundamental British values as part of SMSC in schools: Departmental advice for maintained schools', DfE (2014)
- 'Keeping Children Safe in Education'
- Working together to safeguard children 2023: statutory guidance. DfE (2023)
- Information Sharing: Advice for practitioners providing safeguarding services for children, young people, parents and carers. DfE (May 2024)
- Understanding and identifying radicalisation risk in your education setting, (DfE 2023)

9. Further Guidance on Prevent

There are many organisations, groups and websites that provide resources to support schools with tackling radicalisation, extremism, intolerance, hate crime and other related topics.

- educate.against.hate is the Government website providing practical advice to parents, teachers and school leaders on protecting children from extremism and radicalisation. The website includes links to a range of useful resources, good practice examples and suggested curriculum content.
- https://www.support-people-vulnerable-to-radicalisation.service.gov.uk/portal a selection of training videos on the Prevent Duty to learn how to support people vulnerable to radicalisation.
- https://counterextremism.lgfl.org.uk/
- Show Racism the Red Card: https://theredcardhub.org/
- ACT – Action Counters Terrorism: provides information enabling people to learn more about the Government's Prevent strategy with an aim to safeguard those who may be vulnerable to radicalisation. There is a range of supportive material on the website which also provides links to partner agencies to help people spot the signs of radicalisation at an early stage and provide communities with advice as to what to do.
- https://www.etflearners.org.uk/: From the Education and Training Foundation
- https://www.schools.norfolk.gov.uk/article/29603/Prevent-duty
- https://www.norfolksafeguardingadultsboard.info/protecting-adults/working-with-adults-at-risk/prevent
- Prevent Norfolk Practitioners quick guide version 6: https://www.norfolksafeguardingadultsboard.info/document/616/Prevent-Norfolk-practitioners-quick-guide-v6.docx?t=4c1749f0a29a772325dff4e98220c51aec54b95f

10. Policy Consultation & Review

This policy is available on our schools' websites and in hardcopy from the school offices on request.

The policy is provided to all staff and should be read in conjunction with the following policies and guidance:

- Safeguarding & Child Protection Policy

- Prevent: Norfolk Practitioners' Quick Guide
- Revised Prevent Duty Guidance: England and Wales 2023
- Equality Policy
- Anti-Bullying Policy
- Online Safety Policy
- Behaviour Policy
- Staff Code of Conduct
- Whistle-blowing Policy
- Attendance Policy

This policy will be reviewed in full by the Governing Body on an annual basis as part of the review of the Safeguarding & Child Protection Policy.

Appendix 1: Glossary of Terms[1]

'Extremism' is defined in the Government's Prevent Strategy as vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs. We also include in our definition of extremism calls for the death of members of our armed forces, whether in this country or overseas.

'Non-violent extremism' is extremism, as defined above, which is not accompanied by violence.

'Prevention' in the context of the Prevent duty means reducing or eliminating the risk of individuals becoming involved in terrorism. Prevent includes but is not confined to the identification and referral of those at risk of being drawn into terrorism into appropriate interventions. These interventions aim to divert vulnerable people from radicalisation.

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

The current UK definition of **'terrorism'** is given in the Terrorism Act 2000 (TACT 2000). In summary this defines terrorism as an action that defines 'terrorism' as an action or threat designed to influence the government or intimidate the public. Its purpose is to advance a political, religious or ideological cause.

In summary, terrorism is an action that:

- endangers or causes serious violence to a person or people
- causes serious damage to property, or seriously interferes with or disrupts an electronic system

is designed to influence the government or to intimidate the public

'Terrorist-related offences' are those (such as murder) which are not offences in terrorist legislation, but which are judged to be committed in relation to terrorism.

'Vulnerability' describes the condition of being capable of being injured; difficult to defend; open to moral or ideological attack. Within Prevent, the word describes factors and characteristics associated with being susceptible to radicalisation.

CADS is the Children's Advice and Duty Service available on: 0344 800 8020

[1] Taken from Prevent Duty Guidance: England & Wales, HM Government 2015

Appendix 2: Warning Signs/Indicators of Concern

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.

Pupils may become susceptible to radicalisation through a range of social, personal and environmental factors. It is vital that school staff are able to recognise those vulnerabilities. However, this list is not exhaustive, nor does it mean that all young people experiencing the above are at risk of radicalisation for the purposes of violent extremism.

Factors which may make pupils more vulnerable may 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; 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 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**: involvement with criminal groups, imprisonment, poor resettlement or 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.

Pupils who are vulnerable to radicalisation may also be experiencing:

- Substance and alcohol misuse
- Peer pressure
- Influence from older people or via the Internet
- Bullying
- Domestic violence
- Race/hate crime

Behaviours which may indicate a child is at risk of being radicalised or exposed to extremist views could include:

- Being in contact with extremist recruiters and/or spending increasing time in the company of other suspected extremists;
- Loss of interest in other friends and activities not associated with the extremist ideology, group or cause;
- Pupils accessing extremist material online, including through social networking sites;
- Possessing or accessing materials or symbols associated with an extremist cause;
- Using extremist narratives and a global ideology to explain personal disadvantage;

- Pupils voicing opinions drawn from extremist ideologies and narratives, this may include justifying the use of violence to solve societal issues;
- Graffiti symbols, writing or art work promoting extremist messages or images;
- Significant changes to appearance and/or behaviour increasingly centred on an extremist ideology, group or cause;
- Changing their style of dress or personal appearance to accord with the group;
- Attempts to recruit others to the group/cause;
- Using insulting to derogatory names for another group;
- Increase in prejudice-related incidents committed by that person – these may include:
  - physical or verbal assault
  - provocative behaviour
  - damage to property
  - derogatory name calling
  - possession of prejudice-related materials
  - prejudice related ridicule or name calling
  - inappropriate forms of address
  - refusal to co-operate
  - attempts to recruit to prejudice-related organisations
  - condoning or supporting violence towards others.
- Parental reports of changes in behaviour, friendship or actions and requests for assistance;
- Partner schools, local authority services, and police reports of issues affecting pupils in other schools.

Further Advice and support for practitioners

Please see Norfolk County Council advice:
https://www.schools.norfolk.gov.uk/article/29603/Prevent-duty

https://www.norfolk.gov.uk/preventingradicalisation

https://www.norfolksafeguardingadultsboard.info/protecting-adults/working-with-adults-at-risk/prevent

Norfolk Safeguarding Children Partnership (NSCP) advice:
https://norfolklscp.org.uk/media/2nvocckf/nscp-neglect-strategy_digital.pdf

Prevent Norfolk Practitioners quick guide version 8:
https://norfolklscp.org.uk/media/khfnqsej/prevent-safeguarding-individuals-str-and-referral-process-csp000036.pdf

For general questions relating to Prevent, contact:

- Norfolk Counter Terrorism Case Officer, preventreferrals-NC@Norfolk.police.uk
- Russ Cole NCC Prevent Coordinator, russell.cole2@norfolk.gov.uk

Appendix 3: The Prevent Form

Available at: https://www.norfolk-pcc.gov.uk/assets/DHRs/Prevent-National-Referral-Form-2024.pdf

A copy of the form needs to be here.