

**PREVENTING EXTREMISM AND RADICALISATION**

**IN EDUCATION SETTINGS**

**DECEMBER 2019**

 

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**This Policy has been devised in association with the Stoke-on-Trent Safeguarding Children Board who wish to thank the HEADTEACHERS’ PREVENT GROUP (NSCG’s Safeguarding & Prevent Lead Manager sits on this Group) for their support in the development of this policy**

1. **Introduction**

Axia Solutionsis committed to providing a secure environment for learners, where they feel safe and are kept safe. All staff at Axiarecognise that safeguarding is everyone’s responsibility, irrespective of the role they undertake and whether or not their role has direct contact or responsibility for children and young people.

1. **Definitions**

**Ideology** - a set of beliefs.

**Extremism** - a 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.

**Radicalisation** - the process by which a person comes to support terrorism or forms of extremism leading to terrorism.

**Terrorism** - an action that endangers or causes serious violence, damage or disruption and is intended to influence the Government or to intimidate the public and is made with the intention of advancing a political, religious or ideological cause.

1. **Guidance and Legislation**

The Preventing Extremism and Radicalisation Safeguarding Policy draws upon the guidance contained in:-

* Stoke-on-Trent Safeguarding Children Board procedures
* Keeping Children Safe in Education; DfE: September 2018
* Teaching Approaches that help Build Resilience to Extremism among Young

People; DfE 2011

* [Report](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/340526/HC_576_accessible_-.pdf) into Allegations Concerning Birmingham Schools Arising from Trojan Horse Letter; Peter Clarke: July 2014.
* Promoting Fundamental British Values as part of SMSC in Schools; [Nov 2014](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/380595/SMSC_Guidance_Maintained_Schools.pdf)
* OFSTED Educatioin Inspection Handbook
* [Prevent duty guidance](https://www.gov.uk/government/publications/prevent-duty-guidance)
* DfE September 2018 WBL Prevent Guidance for Providers

In adhering to this policy and the procedures therein, staff and visitors will comply with the Axia’s statutory duties to:-

* Safeguard and promote the welfare of all children as set out in s175 and s157 of the Education Act 2002.
* Contribute to the delivery of the outcomes for all children, as set out in s10 (2) of the Children Act 2004.
* Have due regard to the need to prevent people from being drawn into terrorism, as set out in s26 of the Counter-Terrorism and Security Act 2015.
1. **Provider Ethos and Practice**

Axiarecognises the Government’s concern that the UK continues to face a threat from terrorism. One security concern is the potential for British citizens and residents to become radicalised and commit acts of violence or terrorism.

Violent Extremism is defined by the Crown Prosecution Service (CPS) as:

*"The demonstration of unacceptable behaviour by using any means or medium to express views, which:*

* *Encourage, justify or glorify terrorist violence in furtherance of particular beliefs;*
* *Seek to provoke others to terrorist acts;*
* *Encourage other serious criminal activity or seek to provoke others to serious criminal acts;*
* *Foster hatred which might lead to inter-community violence in the UK."*

Extremism can take many forms including that linked to Far Right / Neo Nazi / White Supremacist, Al Qaeda / Daesh ideologies, Irish Nationalist and Loyalist paramilitary groups, and that linked to Animal or Environmental Rights movements.

Axia is a safe place where learners can explore controversial issues safely and where our staff encourage and facilitate this – we have a duty to ensure this happens. However, there is no place for extremist views of any kind in our premises or employers premises, whether from internal sources - learners, staff or governors; or external sources – community, external agencies or individuals.

We recognise that extremism and exposure to extremist materials and influences can lead to poor outcomes for children, young people and vulnerable adults 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 learners.

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 and vulnerable adults. Education is a powerful weapon against this; equipping learners with the knowledge, skills and critical thinking to challenge and debate in an informed way.

Therefore, we will provide a broad and balanced offer, delivered by skilled professionals, so that our learners are enriched, understand and accept difference and diversity and also to ensure that they thrive, feel valued and not marginalised.

Furthermore, we are aware that young people and vulnerable adults can be exposed to extremist influences or prejudiced views from an early age, which emanate from a variety of sources, including the internet, and at times learners may themselves reflect or display views that may be discriminatory, prejudiced or extremist, including using derogatory language.

Any prejudice, discrimination or extremist views, including derogatory language, displayed by learners or staff will always be challenged and where appropriate dealt with in line with our policies and procedures.

Where misconduct by a member of staff is proven, the matter will be referred to the appropriate authorities.

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

* Disclosures by learners of their exposure to the extremist actions, views or materials of others outside, such as in their homes, employment or community groups, especially where learners have not actively sought these out.
* Graffiti symbols, writing or art work promoting extremist messages or images.
* Learners accessing extremist material online, including through social networking sites.
* Parental / Employer reports of changes in behaviour, friendship or actions and requests for assistance.
* Partner colleges, local authority services, and police reports of issues affecting learners in other schools/college settings.
* Learners 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 Equal Opportunities policy, views based on, but not exclusive to, gender, disability, sexuality, ethnicity or culture.
* Attempts to impose extremist views or practices on others.

Axia will closely follow any locally agreed procedure as set out by the Local Authority and the Local Safeguarding Children Board’s agreed processes and criteria for safeguarding individuals vulnerable to extremism and radicalisation.

1. **Teaching Approaches**

We will all strive to eradicate the myths and assumptions that can lead to some young people and vulnerable adults becoming alienated and disempowered, especially where the narrow approaches young people or vulnerable adults may experience elsewhere may make it harder for them to challenge or question these radical influences. This will be achieved by good teaching and pastoral support; 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.

We will ensure that all of our teaching approaches help our learners build resilience to extremism and give learners 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.

We will be flexible enough to adapt our teaching approaches as appropriate, so as to address specific issues to become even more relevant to the current issues of extremism and radicalisation. In doing so we will apply the ‘key ingredients’ for success following the three broad categories of:-

* Making a connection with young people through good [teaching] design and a learner centred approach.
* Facilitating a ‘safe space’ for dialogue, and
* Equipping our learners with the appropriate skills, knowledge, understanding and awareness for resilience.

Therefore, this approach will be embedded within the ethos of Axia so that learners know and understand what safe and acceptable behaviour is in the context of extremism and radicalisation.

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 also work with local partners, employers, families and communities in our efforts to ensure we understand and embrace our local context and values in challenging extremist views, and to assist in the broadening of our learners’ experiences and horizons.

We will promote the values of democracy, the rule of law, individual liberty, and mutual respect and tolerance for those with different faiths and beliefs. We will teach and encourage learners to respect one another and to respect difference, especially those of different faith or no faith. It is indeed our most fundamental responsibility to keep our learners safe and prepare them for life in modern multi-cultural Britain and globally.

We will help support learners who may be vulnerable to such influences as part of our wider safeguarding responsibilities and where we believe a learner is being directly affected by extremist materials or influences, we will ensure that that learner is offered support through the organisations safeguarding procedure and welfare support and where necessary a referral to Stoke-on-Trent Channel Panel – see section 13.

1. **Use of External Agencies and Speakers**

We rarely use external agencies or speakers at Axia. However, if this was the case we would positively vet those external agencies, individuals or speakers who we engage to provide such learning opportunities or experiences for our learners.

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 opposition to, the Axia’s values and ethos.

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

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

We recognise, however, that the ethos of Axia 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.

We will strive to ensure our learners recognise risk and build resilience to manage any such risk themselves, where appropriate to their age and ability; but also to help learners develop the critical thinking skills needed to engage in informed debate

1. **Whistle Blowing**

Where there are concerns of extremism or radicalisation, learners and staff are able to discuss this with the Designated Safeguarding Lead. If, for any reason, they feel unable to do this then they are able to make use of our internal systems to whistle blow or raise any issue in confidence. Please refer to Axia’s Whistle Blowing Policy.

1. **Child Protection**

Please refer to our Safeguarding Policy for the full procedural framework.

Staff will be alert to the fact that whilst extremism and radicalisation is broadly a safeguarding issue there may be some instances where a young person or vulnerable adult may be at direct risk of harm or neglect.

1. **Role of the Designated Safeguarding Lead (DSL)**

The DSL is Yvonne Licata

The Deputy DSL is Paula Rowland

Axia will also see advice from the DSL at NSCG as and when required.

The DSL is the focus person who staff, and others, may come to if they have concerns about an individual learner’s safety or well-being and they are the first point of contact for external agencies.

The DSL is also the person who leads on concerns regarding extremism or radicalisation. Where there are concerns regarding extremism and radicalisation, the DSL will liaise with the Channel Co-ordinator and make referrals where appropriate – see section 13.

1. **Training**

Training on Safeguarding and Child Protection will be organised for staff at least every three years. This training should be approved by the Local Safeguarding Children Board and will, in part, include training on extremism and radicalisation and its safeguarding implications.

The DSLs will attend training courses as necessary and attend the appropriate inter-agency training organised by the Local Safeguarding Children Board at least every two years.

All Axia staff will undertake Home Office approved Prevent training.

For information regarding multi agency training on challenging extremism see SCB website -<http://www.safeguardingchildren.stoke.gov.uk/ccm/navigation/professionals/training/>

1. **Recruitment**

The arrangements for recruiting all staff (permanent, temporary and volunteer) at Axia will follow statutory guidance in Keeping Children Safe in Education 2018.

We will apply safer recruitment best practice principles and sound employment practice in general which include, but are not limited to, ensuring that DBS checks are 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.

We will be alert to the possibility that persons may seek to gain positions within our organisation so as to unduly influence its character and ethos. We are aware that such persons seek to limit the opportunities for our learners thereby rendering them vulnerable to extremist views and radicalisation as a consequence.

Therefore, by operating safer recruitment best practice and by ensuring an ongoing culture of vigilance within our organisation, we will minimise the opportunities for extremist views to prevail.

1. **Stoke-on-Trent and Staffordshire Prevent Programme**

The Prevent Programme is a response to the Government's [National Counter-Terrorism Strategy](https://www.gov.uk/government/publications/prevent-strategy-2011), which aims to stop people being drawn into or supporting terrorism. The national strategy focuses on three key areas which are:-

* respond to the ideological challenge of terrorism and the threat from those who promote it
* prevent people from being drawn into terrorism and ensure that they are given appropriate advice and support
* work with sectors and institutions where there are risks of radicalisation that we need to address

The Government has defined Extremism in the Prevent Strategy asthe “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.” They also include in their definition of extremism calls for the death of members of our armed forces, whether in this country or overseas.

Staffordshire and Stoke-on-Trent’s Prevent Programme is designed to:-

* divert vulnerable individuals away from the radicalisation process and ensure that they are given the appropriate advice and support through local safeguarding structures
* deter extremist groups from creating disharmony, division and spreading hate
* keep the majority safe from the few who seek to harm others
* ensure that sectors and institutions develop an appropriate response to tackle extremism
* ensure that media and wider public recognise that the illegal or extreme actions of a few individuals from a particular background do not reflect the values and views of others with the same background, faith or belief
* ensure that the reputation of the city and its residents is maintained and enhanced.

For further information about Stoke-on-Trent’s Prevent Programme please contact Shahzad Tahir, Community Cohesion Manager, Stoke-On-Trent City Council on 01782 238771.

For Staffordshire please contact Safer Communities Commissioning Officer at
Staffordshire County Council on 01785 854428.

1. **Channel Panel**

Stoke-on Trent and Staffordshire have a multi-agency group – the Channel Panel - to provide support to people at risk of being radicalised, recognising that the radicalisation of vulnerable children and adults is a safeguarding issue. The Channel Panel is chaired by a senior Safeguarding Manager.

The objectives of the Channel Panel are to:-

* identify individuals at risk of being drawn into violent extremism
* assess the nature and extent of that risk
* develop the most appropriate support for the individuals concerned.

**It is important to trust your professional judgement. If you are concerned that someone is at risk of getting involved in extremism, you should discuss this with your DSL without delay.**

The DSL will liaise with Staffordshire Police Prevent Team to discuss and make a referral if necessary.

When a referral is received, the Prevent Team will, in partnership with other safeguarding professionals, investigate further to assess the nature and extent of the risk and develop the most appropriate support package for the individual concerned.

**Staffordshire Police Prevent Team can be contacted on:-**

Tel: 01785 232054 E-mail: prevent@staffordshire.pnn.police.uk

1. **Reporting online material promoting terrorism or extremism**

The internet is used by some people to promote terrorism and extremism*.* We will challenge and report any terrorist and extremist content found online, which is offensive or illegal.

As private citizens, members of staff can also report such material, anonymously if necessary, by clicking on the button below:-

 

Examples include material such as:-

* articles, images, speeches or videos that promote terrorism or encourage violence
* content encouraging people to commit acts of terrorism
* websites made by terrorist or extremist organisations
* videos of terrorist attacks

The national Counter Terrorism Internet Referral Unit (CTIRU), which investigates the material, will try to secure the removal of the material as quickly as possible.

#### Department for Education – Preventing extremism in schools and children’s services

The DFE have set up a helpline that schools and other organisations working with children and young people can contact if they have concerns about radicalisation:

Tel: 020 7340 7264 E-mail: counter.extremism@education.gov.uk

If you are concerned about extremism in a school or another organisation that works with children, or if you think a child might be at risk of extremism, contact their helpline.

Open Monday to Friday from 9am to 6pm (excluding bank holidays).

**Appendix 1 - Prevent Resources, Support and Guidance for Education Settings**

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| **National Online Resources** |
| **No.** | **Product** | **Details** | **Link/Contact** |
| 1 | Educate Against Hate  | A website jointly developed by the Home Office and Department for Education which contains details of resources that schools may use | <http://educateagainsthate.com/> |
| 2 | Miriams Vision | Materials produced by Miriam Hyman Trust as a result of 7/7. | [www.miriamsvision.org](http://www.miriamsvision.org) |
| 4 | Hammersmith and Fulham Prevent Resources Pack | Lesson materials produced by H&F LA covering digital awareness, conspiracy theories and extremism. | <https://www.lbhf.gov.uk/children-and-young-people/schools-and-colleges/school-staff-zone/prevent-and-schools/prevent-and-schools-resources-and-lesson-plans> |
| 5 | Prevent Tragedies | A UK Police and partners initiative to help prevent people getting drawn into violent extremism and terrorism | <http://www.preventtragedies.co.uk/> |
|  | Anne Frank Trust | To use Anne Franks life to empower young people with the knowledge, skills and confidence to challenge all forms of prejudice and discrimination | <http://www.annefrank.org.uk/> |
| 5 | Getting on Together | A suite of curriculum material covering modules on extremism, open debate and critical thinking. | <http://www.got.uk.net/> |
| **Stoke-on-Trent /Staffordshire Safeguarding Children Board Online Information** |
| 6 | Stoke-on-Trent/Staffordshire Children Safeguarding Board | The schools/education section of the Safeguarding Children Board (SCB) website | <http://www.safeguardingchildren.stoke.gov.uk/ccm/content/safeguarding-children/education/education.en> |
| 7 | Stoke-on-Trent/Staffordshire Children Safeguarding Board | The professionals section of the Safeguarding Children Board website page for Extremism, Radicalisation and Prevent | <http://www.safeguardingchildren.stoke.gov.uk/ccm/content/safeguarding-children/professionals-folder/procedure-manuals/extremism.en> |
| 8 | Stoke-on-Trent/Staffordshire Children Safeguarding Board | Safeguarding People who are vulnerable to being drawn into Violent Extremism and/or Terrorism in Staffordshire and Stoke on Trent | <http://webapps.stoke.gov.uk/uploadedfiles/D19_Joint_Prevent_Channel_Guidance_v10_Final.pdf> |
| 8 | S-o-T Children Safeguarding Board | Stoke on Trent Chanel Panel Operating Principles | <http://webapps.stoke.gov.uk/uploadedfiles/SOTCC_Channel_operating_principles.pdf> |
| **Local Resources** |
| 9 | Community Cohesion Team | 1. Sessions on cohesion, extremism and hate crime delivered to pupils
2. Assist schools in building links with local communities and faith institutions
3. Deliver Faith workshops to pupils
4. One to one & group support to assist schools/colleges in addressing tension in the school environment
5. Provide support to schools/colleges on cultural awareness
6. Prevent & Cohesion awareness sessions for staff and governors.
 | Iftikhar Ahmed iftikhar.ahmed@stoke.gov.uk  |
| 10 | Prevent  | 1. Raise awareness of the Prevent Duty in Education and conduct training e.g. WRAP (Workshop to Raise Awareness of Prevent) Home Office approved
2. Provide targeted support to education settings around Prevent related concerns
3. Provide Prevent policy advice/guidance to members of the Senior Leadership Team
4. Understand local vulnerabilities
5. Engage with unregulated settings
6. Conduct quality assurance on external projects
7. Assist curriculum leads with resources which foster resilience to extremism
8. Facilitate learner Prevent-related workshops
9. Act as the link between Channel referrals and schools/colleges.
 | Sarah DyerSarah.Dyer@stoke.gov.uk  |
| 11 | Channel Panel | Information, advice and support about the Channel Panel | Shahzad Tahirshahzad.tahir@stoke.gov.uk  |
| 12 | Prevent | Information about local Prevent activities and to access the support of the Prevent education Officer  | Sarah DyerSarah.Dyer@stoke.gov.ukBecky Murphybecky.murphy@staffordshire.gov.uk |
| 13 | Staffordshire Police Prevent  | Information about Prevent and to make a referral if you are concerned that an individual is being radicalised | prevent@staffordshire.pnn.police.uk |
| **National Guidance** |
| 14 | Channel Duty Guidance - Home Office | <https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/118187/vul-assessment.pdf> |

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| 15 | Channel Duty Guidance - Home Office | <https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/118187/vul-assessment.pdf> |
| 16 | Prevent Duty Guidance for England and Wales | <https://www.gov.uk/government/publications/prevent-duty-guidance> |
| 17 | Protecting children from radicalisation: the prevent duty | <https://www.gov.uk/government/publications/protecting-children-from-radicalisation-the-prevent-duty> |
| 18 | The use of social media for online radicalisation | <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> |
| 19 | Promoting Fundamental British Values as part of SMSC – Nov 2014 | <https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/380595/SMSC_Guidance_Maintained_Schools.pdf> |
| 20 | Education Inspection Handbook- Ofsted  | <https://www.gov.uk/government/publications/education-inspection-framework> |
| 21 | Keeping Children Safe in Education, DfE – September 2018 | <https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/741314/Keeping_Children_Safe_in_Education__3_September_2018_14.09.18.pdf> |
| 22 | Governance Handbook, DfE | <https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/582868/Governance_Handbook_-_January_2017.pdf> |
| 23 | Headteacher’s Standards | <https://www.gov.uk/government/publications/national-standards-of-excellence-for-headteachers> |
| 24 | Counter-extremism policy in English schools – House of Commons briefing paper | <http://researchbriefings.files.parliament.uk/documents/CBP-7345/CBP-7345.pdf> |
| 25 | Proscribed terrorist groups and organisations | <https://www.gov.uk/government/publications/proscribed-terror-groups-or-organisations--2> |