



Norlington School and 6th Form

Preventing Extremism and Radicalisation Policy

1. Introduction

- 1.1 The purpose of this policy is to ensure that individual Academies within The Exceptional Education MAT have clarity on policy on preventing extremism as part of their commitment to keep children safe.

2. Aims

- 2.1 The aim of the Academy's Preventing Extremism and Radicalisation Policy is to ensure that all students who attend the academy are safeguarded from all risks of harm and protected from extremism.
- 2.2 The Exceptional Education Trust Academies understand their duty to promote community cohesion under the Education and Inspections Act 2006 and are aware that over the last few years, global events have led to a growth of extremist viewpoints, including advocacy of violent extremism.
- 2.3 Norlington School and 6th Form has an important part to play in both educating children and young people about extremism and recognising when students start to become radicalised.
- 2.4 It is the aim of this policy is to meet the academy's statutory **Prevent** duty under the Counter Terrorism and Security Act (2015) in the exercise of our functions to have 'due regard to the need to prevent people from being drawn into terrorism'.
- 2.5 The aim of this policy is also to ensure that all staff who are employed by Norlington School and 6th Form understand the academy's statutory duties in relation to Preventing Radicalisation and conduct themselves accordingly in their work.

3. Responsibilities

- 3.1 The Multi Academy Trust Board of Directors is responsible for ensuring that the Local Governing Bodies of individual Academies within the MAT have a Preventing Radicalisation in place and that they meet their duties with regard to preventing radicalisation.
- 3.2 The Local Governing Body (LGB) of Norlington School and 6th Form is responsible for adopting a clear Preventing Extremism and Radicalisation Policy; this may be delegated to a sub-committee of the full LGB and is named on the cover page for this policy if this is the case. The named governor for Preventing Radicalisation and Safeguarding is named on the cover page of this document.
- 3.3 The Principal is responsible for ensuring that working arrangements allows for the full implementation of the Preventing Extremism and Radicalisation Policy, that all employees are aware of the policy and related procedures and comply with legal requirements. The Principal is also responsible for;
 - ensuring that the academy and its staff respond to preventing radicalisation on a day-to-day basis
 - ensuring that the academy's curriculum addresses the issues involved in radicalisation
 - ensuring that staff conduct is consistent with preventing radicalisation.
- 3.4 The **Preventing Radicalisation Lead** is responsible for Preventing Extremism and Radicalisation, ensuring this policy is adhered to and is named on the cover sheet of this document. In particular, they are responsible for;
 - ensuring that staff understand the issues of radicalisation, are able to recognise the signs of vulnerability or radicalisation and know how to refer their concerns
 - receiving safeguarding concerns about children and young people who may be vulnerable to the risk of radicalisation or are showing signs of radicalisation
 - making referrals to appropriate agencies with regard to concerns about radicalisation
 - liaising with partners, including the local authority and the police
 - reporting to the governing body on these matters.
- 3.5 Staff are responsible for ensuring their familiarity with and understanding of the Preventing Extremism and Radicalisation Policy and comply with it when carrying out their duties. Where the



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policy or related procedures are not understood, it is the responsibility of staff to direct questions to the named member/s of staff named on the cover sheet of this policy. In particular;

- It is the role of staff to understand the issues of radicalisation, and that they are able to recognise the signs of vulnerability or radicalisation and know how to refer their concerns.
- The E-Safety Co-Ordinator will ensure that the Network Manager checks and enforces filtering techniques through LFGl to limit material which students can access. This will be reviewed and updated frequently (see Section 10)

4. Policy Statement

- 4.1 At Norlington School we ensure that through our school vision, values, rules, diverse curriculum and teaching we promote acceptance and respect for all cultures, faiths and lifestyles. This is encapsulated in the idea that *'Everybody's Welcome'*. The governing body also ensures that this ethos is reflected and implemented effectively in academy policy and practice and that there are effective risk assessments in place to safeguard and promote students' welfare.
- 4.2 We are committed to our statutory duties as set out in the Related Legislation and Guidance documents listed on the cover sheet of this document
- 4.3 We are aware that the current threat from terrorism in the UK may include the exploitation of vulnerable people to involve themselves in terrorism or activity in support of terrorism. The normalisation of extreme views may also make children and young people vulnerable to future manipulation and exploitation. Norlington School and 6th Form is clear that this exploitation and radicalisation will be viewed as a safeguarding concern; we will use the expertise we have gained from working with and in the community to gauge the severity of a case and decide on the most appropriate approach to ensure the young person is supported and safeguarded.
- 4.4 We are committed to our duty to prepare our children for life in modern Britain and to keep them safe.
- 4.5 As children get older, they look for adventure and excitement and they may start to ask questions about their identity and belonging. During that stage of their development, they are vulnerable to extremist groups that may claim to offer answers, identity and a social network apparently providing a sense of belonging. Many of those extremist groups make sophisticated use of the internet and social media to target and groom young people.
- 4.6 Young people who feel isolated or disaffected in some way are particularly vulnerable to radicalisation as they are other forms of abuse and exploitation.
- 4.7 During the process of radicalisation, it is possible to intervene to prevent vulnerable people being radicalised. Norlington School and 6th Form is committed to preventing pupils from being radicalised and drawn into any form of extremism or terrorism. The academy promotes the values of democracy, the rule of law, individual liberty, mutual respect and tolerance of those with different faiths and beliefs by providing pupils with opportunities through the curriculum to discuss issues of religion, ethnicity and culture and learn how to discuss and debate points of view; and by ensuring that all pupils are valued and listened to within school. We carry out termly activities about the core values of what it means to be *'Proud to be British'*.
- 4.8 Norlington School and 6th Form recognises the importance of providing a safe space for children to discuss controversial issues; and building their resilience and the critical thinking skills they need in order to challenge extremist perspectives. However, the Preventing Radicalisation Lead along with the DSL (or deputy) will make appropriate referrals to the Police PREVENT team and Channel programme in respect of any pupil whose behaviour or comments suggest that they are vulnerable to being radicalised and drawn into extremism and terrorism in order to ensure that children receive appropriate support.

5. Definitions



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5.1 This document should be read using the following definitions (taken from Prevent Strategy guidance).

- a) **Extremism:**
 - 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
 - calls for the death of members of our armed forces, whether in this country or overseas.
- b) **Radicalisation:**
 - the process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups.
- c) **Terrorism:** an action;
 - that endangers or causes serious violence to a person/people
 - causes serious damage to property
 - or seriously interferes or disrupts an electronic system.

In this definition, the action or threat must be designed to influence the government or to intimidate the public and is made for the purpose of advancing a political, religious or ideological cause.
- d) **Safeguarding:** the process of protecting vulnerable people from being drawn into terrorist activity.
- e) **Prevention:** 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, aimed at diverting vulnerable people from radicalisation.
- f) **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.
- g) **Interventions:** projects intended to divert people who are being drawn into terrorist activity. This can include mentoring, counselling, theological support, encouraging civic engagement, developing support networks (family and peer structures) or providing mainstream services education, employment, health, finance or housing).
- h) **British Values:**
 - democracy
 - the rule of law
 - individual liberty
 - mutual respect and tolerance of those with different faiths and beliefs.

6. Curriculum

6.1 We are committed to ensuring that our students are offered a broad and balanced curriculum

- which promotes the spiritual, moral, cultural, mental, and physical development of students
- prepares them for the opportunities, responsibilities, and experiences of life
- aims to prepare them for life in modern Britain
- promotes community cohesion.

6.2 The Prevent Duty requires schools to:

- Be safe spaces in which children and young people can understand and discuss sensitive topics, including terrorism and the extremist ideas that are part of terrorist ideology, and learn how to challenge these ideas.



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- Be mindful of their existing duties to forbid political indoctrination and secure a balanced presentation of political mindful issues.
- 6.3 Norlington School and 6th Form teaches Fundamental British Values alongside our own core values:
- Integrity and truthfulness
 - Trust and openness
 - Meritocracy
 - Moral commitment to the development of students and staff both at Norlington and the wider educational community.
- 6.4 This supports quality teaching and learning, whilst making a positive contribution to the development of a fair, just, and civil society.
- 6.5 Our approach to teaching and learning across all subjects is encapsulated in our *Every Child, All the Time Learning* approach which uses our own *4i's Framework* and Learning Hierarchy encourages students to develop positive character traits such as resilience, determination, self-esteem and confidence.
- 6.6 We encourage our students to be inquisitive learners who are open to new experiences and are tolerant of others. These values support the development of the whole child as a reflective learner within a calm, caring, happy and purposeful atmosphere.
- 6.7 We follow guidance given in relation to PSHE, SMSC and promoting fundamental British Values. Our curriculum builds students' resilience to radicalisation by providing a safe environment for them to debate controversial issues and helps them to understand how they can influence and participate in decision-making.
- 6.8 Our PSHE curriculum helps students to:
- Gives students time to explore sensitive and controversial issues
 - Equips them with the knowledge and skills to understand and manage difficult situations
 - Teaches students how to recognise and manage risk, make safer choices and recognise when pressure from others threatens their personal safety and wellbeing
 - Develop effective ways of resisting pressures, including knowing when, where and how to get help.
- 6.9 Our PSHE curriculum, including Citizenship and our *Proud to Be British Focus*, helps provide students with the knowledge, skills and understanding to prepare them to play a full and active part in society and aims to explore political and social issues critically, to weigh evidence, to debate, and to make reasoned arguments. In Citizenship, students;
- learn about democracy, government and how laws are made and upheld.
 - are also taught about the diverse national, regional, religious and ethnic identities in the United Kingdom and the need for mutual respect and understanding.
- 6.10 Students are taught how to stay safe online as part of the ICT/PSHE curriculum. We utilise and draw upon the guidance and resources available on the [UK Safer Internet Centre Website](#).

7. Risk Assessment

- 7.1 We recognise the three levels of risk defined in The Prevent Duty advice for schools:
- A general understanding of risk affecting children and young people in an area
 - A specific understanding of how to identify children who may be at risk and what to do support them
 - An understanding of the increased risk of online radicalisation as terrorist organisations seek to radicalise young people through the use of social media and the Internet. (See Section 10)
- 7.2 We will assess the risk of children being drawn into terrorism, including support for extremist ideas that are part of terrorist ideology and will consider understanding of partners in relation to the



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potential risk in the area. This includes working with the Police liaison officer and the southern network safeguarding hub.

7.3 Staff at Norlington School & 6th Form will understand that although there are no known definitive indicators that a young person is vulnerable to radicalisation, but staff will be alert to changes in children's behaviour which could indicate that they may be in need of help or protection. Signs that we recognise together increase the risk includes;

- underachievement
- being in possession of extremist literature
- poverty
- social exclusion
- traumatic events
- global or national events
- religious conversion
- change in behaviour
- extremist influences
- conflict with family over lifestyle
- confused identify
- victim or witness to race or hate crimes
- rejection by peers, family, social groups or

7.4 Similarly, staff will be alert to the following as potential early indicators of radicalisation or extremism be aware that the following indicators may Recognising o Extremism:

- showing sympathy for extremist causes
- glorifying violence, especially to other faiths or cultures
- making remarks or comments about being at extremist events or rallies outside school
- evidence of possessing illegal or extremist literature
- advocating messages similar to illegal organisations or other extremist groups
- Out of character changes in dress, behaviour and peer relationships (but there are also very powerful narratives, programmes and networks that young people can come across online so involvement with particular groups may not be apparent.)
- secretive behaviour
- online searches or sharing extremist messages or social profiles
- intolerance of difference, including faith, culture, gender, race or sexuality
- graffiti, artwork or writing that displays extremist themes
- attempts to impose extremist views or practices on others
- verbalising anti-Western or anti-British views
- advocating violence towards others.

7.5 We will have in place robust safeguarding procedures outlined in our Safeguarding and Child Protection Policy. All staff will understand that vulnerability to extremism constitutes a safeguarding concern and will follow the reporting protocols set out in that policy.

7.6 Referral Process:

- Staff and visitors to the academy must record and communicate all concerns about children and young people who show signs of vulnerability or radicalisation to the DSL or Deputy DSL using the usual methods for reporting other safeguarding concerns as set out in the academy's safeguarding procedure.
- When there are significant concerns about a pupil, the DSL will consult with the Principal and make a referral to the appropriate body.
- The Safeguarding Team will make appropriate referrals to the Police PREVENT team and CHANNEL programme in respect of any pupil whose behaviour or comments suggest that



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they are vulnerable to being radicalised and drawn into extremism and terrorism in order to ensure that the young person receives appropriate support. We will always work closely with Parents and guardians throughout the process.

7.7 Teaching Resources

- There are many useful resources to support teaching in this area, including products aimed at giving teachers the confidence to manage debates about contentious issues and to help them develop their students' critical thinking skills.
- As with any other resources for use in the classroom, schools should satisfy themselves that they are suitable for students (for example in terms of their age appropriateness) and that staff have the knowledge and confidence to use the resources effectively.

7.8 Safer Recruitment.

- We ensure that the staff we appoint to the academy are suitable, our recruitment procedures are rigorous, and we follow the statutory guidance published in part 3 of *Keeping Children Safe in Education (2015)*. Vetting and barring checks are undertaken on relevant people, including governors and volunteers.

7.9 Visitors

- a) Visitors to the academy are made aware of our safeguarding and child protection policies on arrival at the academy and are given information about what to do if they are concerned about any aspect of child welfare.
- b) Visitors who are invited to speak to students will be informed about our Preventing Extremism and Radicalisation Policy and relevant vetting checks are undertaken. We undertake due diligence to ensure that visiting speakers are appropriate. Speakers will be supervised at all times and will not be allowed to speak to children without a member of staff being present.
- c) Staff must not invite speakers into school without first obtaining permission from the Designated Safeguard lead.

8. Working in Partnership

8.1 Norlington School and 6th Form will work with partners in the local community to support our work in preventing extremism and radicalisation. This includes, but it not limited to;

- Local Safeguarding Children's Boards
- Channel
- Home Office Prevent Co-Ordinator's
- Police
- MASH
- Southern Network Safeguarding Hub
- Parents

9. Staff Training

9.1 The Preventing Radicalisation Lead will **complete** Prevent awareness training and will be able to provide advice and support to other members of staff on protecting children from the risk of radicalisation. This advice is one way of raising childcare providers' awareness. The training will

- equip staff to identify children at risk of being drawn into terrorism and to challenge extremist ideas.
- Ensure that staff are familiar with this policy and the academy reporting and referral process they must follow if they have concerns.

9.2 Staff will **complete** WRAP training on roughly a two-year basis or a time of high staff turnover.

9.3 Staff will **complete** the CHANNEL training which provides information on referral and intervention programmes that the local authority utilises for cases of extremism and radicalisation.



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10. Internet and E-Safety

- 10.1 The internet provides children and young people with access to a wide range of content, some of which is harmful. Extremists use the internet, including social media, to share their messages. The filtering systems used in Norlington is supplied by LGFL, this blocks inappropriate content, including extremist content. The day to day management of this is undertaken by the Network Manager, who is also our E-Safety Co-Ordinator.
- 10.2 We also filter out social media, such as Facebook and YouTube. Searches and web addresses are monitored, and the E-Safety Co-ordinator will alert the Designated Safeguard lead where there are concerns and prevent further access when new sites that are unblocked are found.
- 10.3 Where staff, students or visitors find unblocked extremist content they must report it to the Network Manager to raise with LGFL.
- 10.4 We are aware that children and young people have access to unfiltered internet when using their mobile phones and staff are alert to the need for vigilance when students are using their phones.
- 10.5 The Acceptable Use of ICT Policy (AUP) refers to preventing radicalisation and related extremist content. Students and staff are asked to sign the AUP to confirm they have understood what is acceptable.
- 10.6 Students and staff know how to report internet content that is inappropriate or of concern.

11. Awareness of 'No platform for extremists'

- 11.1 The academy is vigilant to the possibility that out-of-hours hire of the academy premises may be requested by people wishing to run an extremist event. The academy does not accept bookings from individuals or organisations that are extremist in their views.