

Promoting British Values and Preventing Extremism and Radicalisation Policy

This policy (and the procedure outlined within) applies across all partner schools in the Stephen Sutton Multi-Academy Trust (SSMAT). It is available on the SSMAT website and is accessible from our schools' websites.

POLICY APPROVAL and REVIEW

Review date: ***Dec. '18***

Approval needed by: ***Trust Board***

Adopted: ***Dec. '18***

Next review date: ***Dec. '20***



1. Introduction / Overview

- 1.1 The Stephen Sutton Multi-Academy Trust (SSMAT) is committed to safeguarding and promoting the welfare of the partner school communities. Preventing radicalisation and extremism is a key aspect of the Trust's wider safeguarding commitment. Trust colleagues are expected to promote fundamental British values.
- 1.2 From July '15, all schools have been subject to a duty, under Section 26 of the Counter-Terrorism and Security Act 2015, to have 'due regard to the need to prevent people from being drawn into terrorism'. This duty is known as the 'Prevent' Duty. It applies to a wide range of public bodies. Paragraphs 57-76 of the statutory guidance (revised in March '16) associated with this Act apply specifically to schools and other childcare providers. This Trust policy addresses, and is consistent with, the statutory guidance and the DfE guidance document 'The Prevent Duty' (June '15)
- 1.3 SSMAT partner schools ensure that all staff are appropriately trained on the issues covered by this policy and have a clear strategy to ensure that students and other members of the school community are well educated regarding British values and the dangers of radicalisation.

2. British Values

- 2.1 All schools are required to promote the *fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs*. Schools in the Trust promote British values through a variety of approaches, as described in the sections below.

2.2 DEMOCRACY

Students in schools across the Trust are encouraged to share their views and opinions on a regular basis. This is done through a variety of means, including school and year councils and through student voice activities. As appropriate, students are also involved in whole-school decision making, including staff interviews and contract tendering processes. The democratic process and the role of democracy in society are also specific themes in schools' assembly, tutorial and personal, social, health and citizenship education (PSHCE) programmes. Older students are also involved in district-wide Youth Parliament elections and campaigning and debating competitions.

2.3 THE RULE OF LAW

At a level that is appropriate to their age, students are taught the importance of laws – how they are made, how they protect us, the nature of our responsibilities and the range of consequences when laws are broken. On one level, these principles are reinforced through the codes of conduct and school rules and expectations that are discussed, displayed (on walls, on the website and in student planners, as appropriate) and implemented on a continuous basis in each of the schools in the Trust. Visits from the police and from local magistrates are also incorporated into the PSHCE programme

and, as appropriate (in relation to age), in RE the difference between religious law and the law of the country is examined.

2.4 INDIVIDUAL LIBERTY

As an important part of their intellectual, social and emotional growth, students are encouraged to know, understand and exercise rights and personal freedoms in an appropriate (and safe) way. By ensuring that students feel well supported, SSMAT schools provide opportunities for students to take risks and make choices. The schools' extra-curricular programmes, including through residential trips and visits, the Duke of Edinburgh Scheme and the National Citizenship Scheme. Managing risks is also addressed through specific input on issues such as e-safety, road safety and potentially addictive behaviour.

2.5 TOLERANCE OF THOSE WITH DIFFERENT FAITHS AND BELIEFS

SSMAT celebrates diversity in all its forms and challenges any form of prejudice. Schools in the Trust teach their students about a range of faiths, including through the RE curriculum. They also take opportunities to learn from members of their community with different faiths and cultures and make reasonable adjustments to ensure that all members of the community are included, respected and valued.

3. Extremism, Radicalisation and Terrorism – Definitions

3.1 EXTREMISM

Extremism is defined, in the 2011 'Prevent' strategy, as vocal or active opposition to fundamental British values (as defined above). Calls for the death of members of British armed forces, whether in this country or overseas, are explicitly included in this definition of extremism.

3.2 RADICALISATION

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

3.3 TERRORISM

Terrorism is defined, in the Terrorism Act 2000, as an action, or threat, that:

- is designed to influence the government, or to intimidate the public, and is made for the purpose of advancing a political, religious or ideological cause; and which:
- endangers, or causes serious violence to, a person / people; or
- causes serious damage to property; or
- seriously interferes with, or disrupts, an electronic system.



4. The Prevent Duty

4.1 The Prevent Duty is an important strand of the Home Office's 4Ps strategy to combat radicalisation and terrorism. The four 'P's are:

- **PROTECT** – to strengthen protection against a terrorist attack in the UK, or against its interests overseas, and so reduce the nation's vulnerability. Work in relation to this strand is focused on border security, the transport system, national infrastructure and the security arrangements of public places.
- **PREPARE** - to mitigate the impact of a terrorist attack, where that attack cannot be stopped.
- **PURSUE** – to stop terrorist attacks from occurring by detecting, prosecuting and otherwise disrupting those plot to carry out attacks against the UK, or its interests overseas.
- **PREVENT** – to stop people from supporting terrorism and/or becoming terrorists. This includes: countering terrorist ideology and challenging those who promote it; supporting individuals who are especially vulnerable to becoming radicalised; and working with sectors (including education) and institutions (including schools), where the risk of radicalisation is high.

4.2 The Trust and its partner schools therefore play important roles in promoting British values and, consistent with the Prevent Duty, preventing radicalisation. Throughout SSMAT, there will be a consistent approach that features:

- ensuring that students understand the basis and nature of fundamental British values and that these values can play in a culturally rich and diverse, harmonious society;
- helping to students to understand the ways in which extremist groups can influence individuals' thoughts and actions (including through the use of the internet and social networking) and the potential consequences of radicalisation for them, their friends and families and the society in which they live; and
- providing students with practical strategies and ready, supportive advice and guidance to keep themselves safe and stop them from getting drawn into terrorism.

5. Young People at Risk of Radicalisation

5.1 Young people with Special Education Needs, who are in public care and who have low self-esteem are especially vulnerable to radicalisation. For these, and for others, there are a range of indicators that may suggest that a young person is at risk, or in the process, of radicalisation:

- a change in physical appearance that demonstrates some identification with an extremist group;
- day-to-day behaviour that suggests an increasing level of interest in the beliefs and activities of an extremist group;
- a high level of social isolation;
- possession of materials (or use of symbols) associated with an extremist group;
- an increase in the use of insulting / derogatory names to other students / people, especially where this is related to prejudice;
- an increase in provocative behaviour / inappropriate forms of address;
- an increase in the regularity or severity of physical abuse; and
- supporting or condoning the use of violence towards others.

5.2 The source of these changes of behaviour (where they relate to potential radicalisation) generally relate to:

- identity crisis – feeling distanced from their cultural / religious heritage and, therefore, uncomfortable in society;
- personal crisis – as a result of family tensions and/or disassociation from their friendship group, resulting in a sense of isolation and low self-esteem (and, in some cases, a different group of friends with a different values base);
- events – including local community tensions, change in Government policy and/or events affecting the young person’s country of origin;
- unmet aspirations – perceptions of injustice, feelings of disenfranchisement and a rejection of civic life;
- experience of criminality – including involvement with criminal groups; and
- Special Educational Needs (especially the autistic spectrum) – difficulties with social interaction, empathy and understanding the consequences of one’s actions and the motivations of others.

6. Tackling Extremism and Radicalisation

6.1 Throughout SSMAT partner schools, age-appropriate strategies are employed to tackle extremism and radicalisation. These include:

- raising students’ aspirations and helping them to feel a valued member of society, with ambitions for their own futures;

- educating students (through the curriculum), helping them to gain a strong historical perspective on the origins of politically motivated groups and an understanding of the theological basis for world religions, so that they can identify the ways in which belief systems are perverted by extremist (pseudo) religious groups;
- providing a 'safe space' for students to talk about controversial issues that are relevant to today's society, with teachers facilitating discussions (Students should formulate their own opinions but teachers have a responsibility to counter stereotyping and prejudiced views.);
- giving students lots of opportunities to find out more about the different cultures and beliefs in their own communities and, more broadly, in their country and across the world (including through visits to places of worship and places of cultural significance and through visitor talks (with appropriate safeguards));
- ensuring that strong support systems are in place (including pastoral staff, counsellors and trained peer mentors, as appropriate), so that students feel that there is always someone to whom they can talk;
- teaching students how to stay safe when using the internet and social networking (and ensuring that robust safeguards are in place at school to prevent access to inappropriate content);
- ensuring that staff are inducted / trained and regularly updated, both on how to identify and report concerns and on information regarding trends in the local area that are relevant to radicalisation. (Key staff, including the Designated Safeguarding Lead (DSL), gather and coordinate information through multi-agency forums and through involvement with the police and community organisations);
- Inviting parents to information sessions about e-safety that include a focus on potential radicalisation.

7. Reporting Concerns / Referrals

- 7.1 Colleagues must be constantly vigilant and must suspend any professional belief that radicalisation 'could not happen here'. Early intervention is essential and, as radicalisation is a safeguarding issue, the Trust's safeguarding procedures must be followed (as outlined in the SSMAT Safeguarding Policy).
- 7.2 Each school has a trained Designated Safeguarding Lead (DSL) and Designated Safeguarding Deputy (DSD) and these colleagues deal swiftly with any concerns passed on by staff. Alternatively, a colleague can make a referral directly to First Response (contact details can be found in the Policy, which is on the school's and Trusts' website, or in the staff room).



7.3 Where appropriate, parents are contacted and the reasons for the concern are discussed with them. Other agencies may also be involved. A note of the meeting, and any interventions, will be made in the child's safeguarding record. The student's behaviour is then tracked to indicate whether, or not, concerns persist.

7.4 As appropriate, a referral is made to the Staffordshire Safeguarding Hub. In the event that there are serious concerns about potential radicalisation / extremism, a referral will be made to 'Channel', which is a programme that is led by the West Midlands Police Counter-Terrorism Unit. Channel assesses the nature and extent of the potential risk to an individual and, where necessary, provides an appropriate support package that is tailored to their needs. A helpline for teachers has been set up to answer questions and address concerns about extremism. Teachers can call 0207 340 7264 or email counter.extremism@education.gsi.gov.uk

7.5 If there is any concern that a child's life is in immediate danger, through radicalisation, or that they may be planning to travel to Syria or Iraq, 999 should be called or a call should be put through to the Ant-Terrorist Hotline on 0800 789 321.

8. Useful Documents / Websites

8.1 For more information, please see the following sources:

- Revised Prevent Duty Guidance: for England and Wales, HM Government, 2015
- The Prevent Duty, DfE, 2015 (<http://www.preventforschools.org>)
- <http://www.gov.uk/government/publications/prevent-duty-guidance>
- <http://www.educateagainsthate.com>
- How Social Media is Used to Encourage Travel to Syria and Iraq – Briefing Note for Schools, Home Office / DfE
- <http://www.gov.uk/government/publications/channel-guidance>
- 'Keeping Children Safe in Education', DfE, 2018
- Counter-Terrorism and Security Act, 2015
- '[County lines](#)' guidance (primarily related to gang behaviour around drugs but can be linked to Prevent):
- '[Educate Against Hate](#)' guidance



Stephen Sutton
Multi-Academy Trust