	Staffordshire University Academies Trust		**Trust Policy Document**			
Approved by:	**Trust Board**		**Issue date:**	**January 2019**	**Review date:**	**January 2020**
Policy Owner:	**CEO**		Page: **1 of 12**			
Audience:	**Trustees** ☑ **Staff** ☑ **Parents** ☒ **General Public** ☒		**Pupils** ☒		**Local Academy Council** ☑	

Promoting Welfare and Wellbeing by Preventing Extremism and Radicalisation Safeguarding Policy

This policy is a generic policy that confirms the Staffordshire University Academies Trust's commitment to Promoting Welfare and Wellbeing by Preventing Extremism and Radicalisation.

The Lead Local Academy Council Member is named in each SUAT Academy's version of this policy. It will generally be the nominated safeguarding governor.

The Designated Safeguarding Lead in the actual Trust is the Chief Executive Officer. The Deputy Designated Safeguarding Lead in the actual Trust is the Chief Operating Officer.

Policy Adoption, Monitoring and Review

This policy was considered and adopted by the Trust Board in line with the overall duty to safeguard and promote the welfare of children as set out in the DfE guidance 'Keeping Children Safe in Education 2018'. This policy is available to parents via the Trust website.

The Trust Board will actively evaluate the effectiveness of this policy, via the Local Academy Councils, as part of the duty to safeguard and promote the welfare of children.

Introduction

SUAT is committed to providing a secure environment for pupils, where children feel safe and are kept safe. All staff and volunteers working at SUAT Academies 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.

Under the Counter Terrorism and Security Act 2015 the SUAT Academies also have 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 Trust 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 Trust's Safeguarding Policy. This Policy also draws upon the guidance contained in:

- the Staffordshire SSCB Procedures and DfE Guidance Keeping Children Safe in Education, 2018
- DfE 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.

Staffordshire University Academies Trust		Trust Policy Document				
Approved by:	**Trust Board**	**Issue date:**	**January 2019**	**Review date:**	**January 2020**	
Policy Owner:	**CEO**	Page: 2 of 12				
Audience:	Trustees ☑ Staff ☑ Parents ☒ General Public ☒	Pupils ☒		Local Academy Council ☑		

Trust Ethos and Practice – countering extremism

When operating this policy our academies 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'.

There is no place for extremist views of any kind in our academies, whether from internal sources – pupils, staff or Local Academy Council members, or external sources - academy community, external agencies or individuals. Our pupils see our academies as safe places 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.

As a community of schools 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.

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, at our academies we are 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 display views that may be ill-informed, discriminatory, prejudiced or extremist, including using derogatory language.

Any such behaviour displayed by pupils or staff will always be challenged and where appropriate dealt with in line with our Behaviour and Discipline 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.

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 school, 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

- Partner schools, local authority services, and police reports of issues affecting pupils in other schools 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
- Attempts to impose extremist views or practices on others
- Anti-Western or Anti-British views

Our academies will closely follow any locally agreed procedure as set out by the Local Authority and/or Staffordshire Safeguarding Children Board, including agreed processes and criteria for safeguarding individuals vulnerable to extremism and radicalisation.

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 academies this will be achieved by good teaching, including via PSHE. 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 schools - Departmental advice for maintained schools, 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.

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

Therefore, this approach will be embedded within the ethos of our academies 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 academies' approach to the spiritual, moral, social and cultural development of pupils as defined in OfSTED's School Inspection Handbook 2018 and will include the sound use of assemblies to help further promote this rounded development of our pupils and utilising the joint agreed syllabus for religious education and the guidance produced by Staffordshire's Standing Advisory Council on Religious Education (SACRE).

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:

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

Our academies will also work with local partners, families and communities in our efforts to ensure our school communities understand and embrace 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 academies will seek external support from the Local Authority and/or local partnership structures working to prevent extremism.

Through these measures we 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.

Use of External Agencies and Speakers
In our academies we basically encourage 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 our academies do not unwittingly use agencies that are inconsistent with, or are in complete opposition to, the Trust'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 academies 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 that 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 our academies to ensure that they are effective

Staffordshire University Academies Trust		Trust Policy Document				
Approved by:	**Trust Board**	**Issue date:**	**January 2019**	**Review date:**	**January 2020**	
Policy Owner:	**CEO**	Page: **5 of 12**				
Audience:	**Trustees** ☑ **Staff** ☑ **Pupils** ☒ **Local Academy Council** ☑ **Parents** ☒ **General Public** ☒					

That the ethos of our academies 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 that SUAT's 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.

Referring Concerns

Where there are concerns of extremism or radicalisation parents, pupils and staff will be encouraged to make use of academies' internal systems to raise any issue with senior management in that academy. In each Academy the lead person for Prevent is the Designated Safeguarding Lead who 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.

SUAT staff should refer to the Trust Whistle Blowing Policy under which they are entitled to employment protection for raising genuine concerns outside of the academy environment.

Child Protection

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

SUAT 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 at our academies (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 or Principal who will make a referral to children's social care or the Staffordshire Prevent team when appropriate.

The Designated Safeguarding Lead works in line with the responsibilities as set out in the DfE Guidance 'Keeping Children Safe in Education' 2018.

In each Academy 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

will be extended, at the appropriate time, to include the responsibilities of the PREVENT strand of the Government's counter-terrorism strategy.

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.

Whole school in-service training in regard to safeguarding and child protection will be organised for staff, Local Academy Council members and volunteers at least every three years 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.

The Designated Safeguarding Lead in each Academy 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 their academy receive appropriate levels of training, guidance and support in regard to safeguarding children from extremism and radicalisation on recorded regular basis.

This will apply to all members of the Trust Board too.

Recruitment and staff conduct

The arrangements for recruiting all staff, permanent and volunteers, to our academies 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 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 all of our academies and in doing so will deny opportunities for inappropriate recruitment or advancement.

SUAT staff will be alert to the possibility that persons may seek to gain positions within our academies so as to unduly influence our Academies' 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 academies and staff teams we will minimise the opportunities for extremist views to prevail.

Referrals to the Staffordshire LADO service will be made when appropriate as per statutory guidance and our Safeguarding Policy.

Role of Local Academy Council (LAC)

The LAC in each Academy will undertake appropriate training and updating to ensure clarity about their role and the parameters of responsibilities as LAC members, including their statutory safeguarding duties. The LAC in each academy shapes the ethos and values of that academy and will support SUAT's commitment to tackling extremism and radicalisation.

	Staffordshire University Academies Trust	**Trust Policy Document**				
Approved by:	**Trust Board**	**Issue date:**	**January 2019**	**Review date:**	**January 2020**	
Policy Owner:	**CEO**	Page: **7 of 12**				
Audience:	**Trustees** ☑ **Staff** ☑ **Parents** ☒ **General Public** ☒	**Pupils** ☒		**Local Academy Council** ☑		

In line with Recommendation 13 of Peter Clarke's report details of the LACs are published on each academy's website to promote transparency.

In line with the provisions set out in the DfE guidance 'Keeping Children Safe in Education, 2018 the LAC will challenge their academy's Senior Leadership Team on the delivery of this policy and monitor its effectiveness.

The Trust Board, and each LAC, 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.

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

Education Safeguarding Advice Service (Staffordshire) – 01785 895836

Ofsted contact centre 0300 123 1231

References:
Staffordshire Safeguarding Children Board procedures can be found on:
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

Ofsted Handbook 2018 https://www.gov.uk/government/publications/school-inspection-handbook-from-september-20158

Keeping Children Safe in Education 2015:

UK Safer Internet Centre:

www.saferinternet.org.uk

Staffordshire University Academies Trust		Trust Policy Document				
Approved by:	**Trust Board**	**Issue date:**	**January 2019**	**Review date:**	**January 2020**	
Policy Owner:	**CEO**	Page: **8 of 12**				
Audience:	Trustees ☑ Staff ☑ Pupils ☒ Local Academy Council ☑ Parents ☒ General Public ☒					

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	**Teacher confidence and skills** in dealing with difficult and sensitive issues	Factors that draw young people into extremist messages
Lack of excitement, frustration	**Teacher attitude/behaviours** • Need to be able to admit that do not necessarily know the answers • Able to acknowledge that controversial issues/matters exist • Willingness to seek help when not sure what to do/how to assist • Understanding that they have a role to play re this agenda	Confident and charismatic recruiters
Lack of a sense of achievement seen as significant. Lacking purpose/confidence in the future/life goals.	**Specific knowledge** • Some understanding of other cultures and religions and belief systems • Knowledge of alternate values framework	Networks/sense of belonging
Lacking an outlet for views	**Teaching pedagogy** • Working with pupils to enable them to develop critical thinking skills (to be able to see through propaganda… • Enabling pupils to see multiple perspectives • Enabling pupils to deal with difficult situations • Utilizing multiple resources/methods • Working with young people to enable them to develop and have pride in sense of self and sense of having multiple identities • Linking school work with the wider community	Persuasive clear message which exploit knowledge gaps
Gaps in knowledge and or understanding of Islam both young people and their parents		Wider community views which promote extremist views or do not actively oppose extremism
A sense of injustice		
Actual or perceived humiliating experiences. This may be linked to sense of injustice. The experiences		

may be of being bullied, put down etc		
Exclusion – a lack of belonging to peer/community networks, groups etc.		

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.

For further information please visit Let's Talk About It, contact the Prevent Team on 01785 232054 or email: prevent@staffordshire.pnn.police.uk

Useful Resources
There are a range of resources available to support settings to meet the Prevent Duty.

Staff Training
A tailored Prevent powerpoint presentation has been designed for schools to deliver themselves within staff forums, team meetings etc. The presentation is intended to inform staff about Prevent and to encourage consideration about how to embed the principles of Prevent within the school community. The Prevent powerpoint presentation was designed to be delivered independently by schools and the notes pages have been provided so that colleagues do not need to have further training to enable them to deliver these.

- School Prevent Slides (1.21MB)

There are two online training courses available, which have been developed nationally. One gives information about Channel (the multi-agency approach to supporting individuals at risk of radicalisation): http://course.ncalt.com/Channel_General_Awareness

One is designed for those across the education and local authority sectors and contains case studies focussing on vulnerable individuals attended by social workers in home environments; or at risk students who are supported by a teacher raising a concern: www.elearning.prevent.homeoffice.gov.uk/.

Curriculum Resources
The Home Office and Department for Education have created a website which includes sections for teachers, parents and school leaders and features a range of useful resources: http://educateagainsthate.com

Our Voices: Our Values (*FREE* DVD-Based Resource)
Staffordshire County Council and district and borough councils across Staffordshire have used Home Office Prevent funding to commission Entrust to develop an innovative and exciting resource for schools in Staffordshire, to support young people in protecting themselves against the negative influences of radicalisation and extremism.
The DVD-based toolkit, which includes lesson plans and resources for Key Stages 2-4 has been distributed to schools across Staffordshire. The DVD will be distributed to primary, middle and secondary schools and Pupil Referral Units across Staffordshire via District

	Staffordshire University Academies Trust	Trust Policy Document				
Approved by:	**Trust Board**	**Issue date:**	**January 2019**	**Review date:**	**January 2020**	
Policy Owner:	**CEO**	Page: **11 of 12**				
Audience:	**Trustees** ☑ **Staff** ☑ **Pupils** ☒ **Local Academy Council** ☑ **Parents** ☒ **General Public** ☒					

Inclusion Panels (middle and secondary schools and PRUs) and LST Schools Link Workers (primary schools).

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

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.

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.
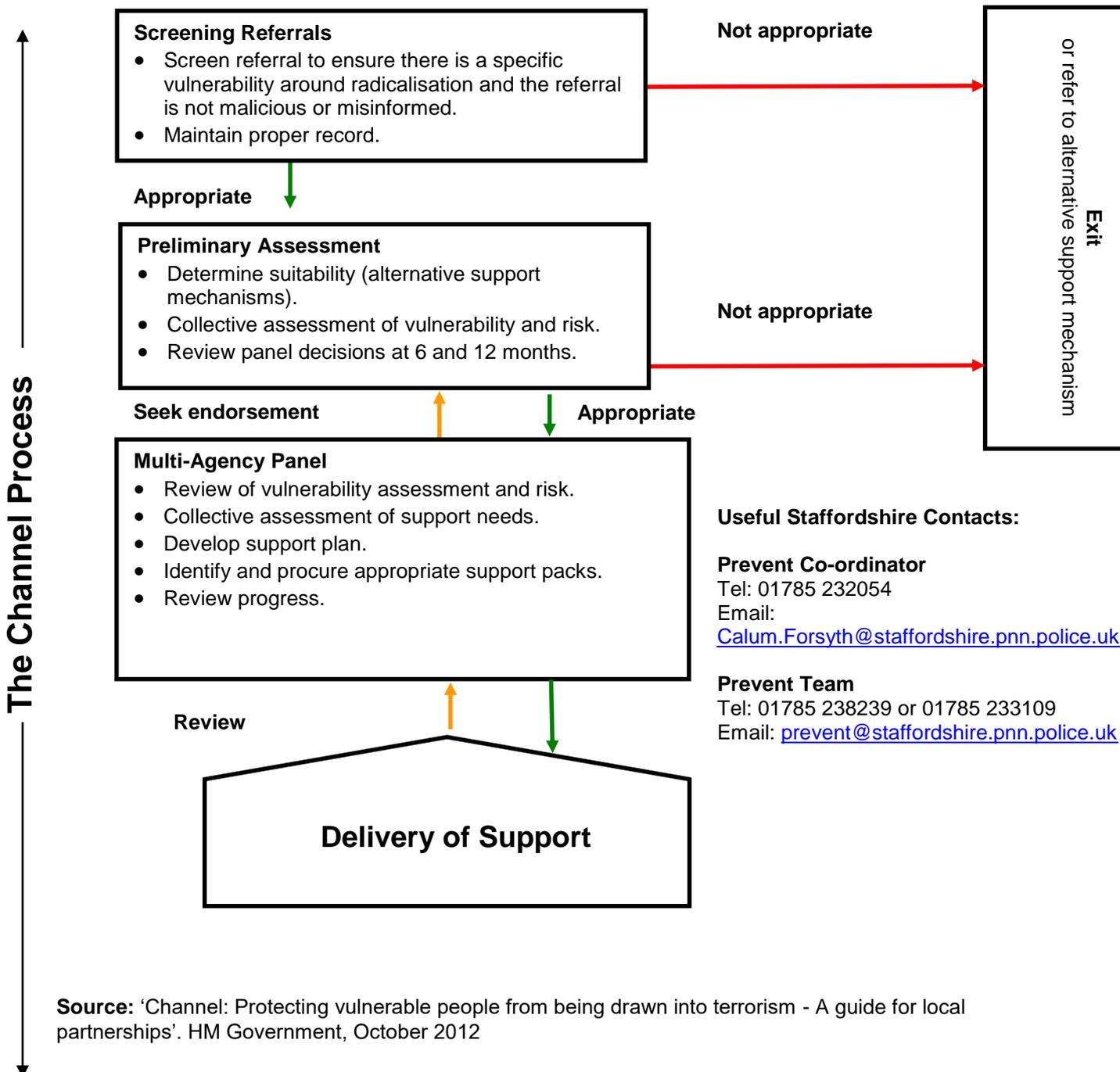
Channel Process

The diagram shows the different stages within the Channel process:

Identification / Initial Referral *

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

The Channel Process

Screening Referrals
- Screen referral to ensure there is a specific vulnerability around radicalisation and the referral is not malicious or misinformed.
- Maintain proper record.

Not appropriate

Appropriate

Preliminary Assessment
- Determine suitability (alternative support mechanisms).
- Collective assessment of vulnerability and risk.
- Review panel decisions at 6 and 12 months.

Not appropriate

Seek endorsement   **Appropriate**

Multi-Agency Panel
- Review of vulnerability assessment and risk.
- Collective assessment of support needs.
- Develop support plan.
- Identify and procure appropriate support packs.
- Review progress.

Review

Delivery of Support

Exit or refer to alternative support mechanism

Useful Staffordshire Contacts:

Prevent Co-ordinator
Tel: 01785 232054
Email: Calum.Forsyth@staffordshire.pnn.police.uk

Prevent Team
Tel: 01785 238239 or 01785 233109
Email: prevent@staffordshire.pnn.police.uk

Source: 'Channel: Protecting vulnerable people from being drawn into terrorism - A guide for local partnerships'. HM Government, October 2012