



Preventing Extremism and Radicalisation Policy

September 2023

Responsibility	Head Teacher
Date of next review	September 2024

Signed: 
Chair of Governors

Date: 13.09.2023

Signed: 
Head teacher

Date: 13.09.2023

Preventing Extremism and Radicalisation Policy

‘Safeguarding vulnerable people from radicalisation is no different from safeguarding them from other forms of harm’

(Home Office, Prevent Strategy – June 2015)

School details:

Headteacher:	Mr. Simon Stevenson
Designated Safeguarding Lead:	Mr. Richard Rainbird-Hitchins
Deputy Safeguarding Leads:	Mrs. Claire Windsor-Peplow
	Mr. Mike Grimes
	Mr. Nick Bruton
	Mrs. Jo Weston
	Mrs. Zoe Kingston
	Mrs. Samantha Brazier
	Mrs. Beata Payne
	Mrs. Jodi Conyers
Safeguarding Governor:	Mrs. Carol Hart

1. Introduction:

The Aspire Academy is committed to providing a secure environment for pupils, where learners feel safe and are kept safe. All pupils at the Aspire Academy recognise that Safeguarding is everyone’s responsibility irrespective of the role they undertake or whether their role has direct contact or responsibility for learners or not [Keeping children safe in education, September 2023](#)

In adhering to this policy, and the procedures therein, staff and visitors will contribute to The Aspire Academy’s delivery of the outcomes to all learners, as set out in [s10 \(2\) of the Children’s Act 2004](#). This Preventing Extremism and Radicalisation Safeguarding Policy is one element within our overall School arrangements to Safeguard and Promote the Welfare of all Learners in line with our statutory duties set out at [s175 of the Education Act 2002](#).

Our school’s Preventing Extremism and Radicalisation Safeguarding Policy also draws upon the guidance contained in the DfE publication [Keeping children safe in education 2023](#), and specifically DCSF 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 \(July 2014\)](#), the ‘[Counter-Terrorism and Security Act’ \(2015\)](#)’ and the ‘[Prevent Duty’ updated 2023](#).

We recognise that the governing body has a responsibility to pay ‘due regard to the need to prevent people being drawn into terrorism’ ([Counter Terrorism and Security Act 2015](#)) and ([Counter Terrorism and Border Security Act, 2019](#)) and ensure the school has a ‘clear approach to implementing the Prevent Duty and keeping children and learners safe from the dangers of radicalisation and extremism.

2. School Ethos and Practice

When operating this policy, the Aspire Academy uses 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 school, whether from internal sources – pupils, staff or governors, or external sources - school community, external agencies or individuals. Our pupils see our school as a safe place where they can explore controversial issues safely and where our teachers encourage and facilitate this – we have a duty to ensure this happens.

As a school we recognise that extremism and exposure to extremist materials and influences can lead to poor outcomes for pupils 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 thereby limiting 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 way.

The [Prevent Duty Guidance](#) states that:

“All publicly-funded schools in England are required by law to teach a broad and balanced curriculum which promotes the spiritual, moral, cultural, mental and physical development of pupils and prepares them for the opportunities, responsibilities and experiences of life. They must also promote community cohesion. Independent schools set their own curriculum but must comply with the Independent School Standards, which include an explicit requirement to promote fundamental British values as part of broader requirements relating to the quality of education and to promoting the spiritual, moral, social and cultural development of pupils. These standards also apply to academies.”

Therefore, at the Aspire Academy, we will provide a broad and balanced tutorial programme delivered by skilled professionals, so that our pupils are enriched, understand and become tolerant of difference and diversity and also to ensure that they thrive, feel valued and not marginalized. Furthermore, at The Aspire Academy 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 and media, including via the internet, and at times pupils 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 pupils or staff will always be challenged and where appropriate dealt with in line with our Behaviour Policy for pupils and the Code of Conduct for staff.

As part of wider safeguarding responsibilities school 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, especially where pupils have not actively sought these out.
- Graffiti symbols, writing or art work promoting extremist messages or images
- Information that pupils are accessing extremist material online, including through social networking sites. IT Support will continue to monitor pupil online behaviour.
- 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 school will closely follow any locally agreed procedure as set out by the [Worcestershire Safeguarding Children Partnership \(WSCP\)](#) agreed processes and criteria for safeguarding individuals vulnerable to extremism and radicalisation.

3. Ethos and Approach

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 pupils may experience elsewhere may make it harder for them to challenge or question these radical influences, this guidance and support will be delivered in tutorials, the PSHE curriculum and in assemblies.

We will ensure that all of our support and approaches will help our pupils build resilience to extremism and give them 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 and address specific issues so as to become even more relevant to the current issues of extremism and radicalisation. In doing so we will be following the guidance as set out by [Worcestershire Children First](#):

Ensuring that pupils know and understand:

- How people can influence decision making through the democratic process. That living under the rule of law protects people.
- The right to choose other faiths and beliefs is protected in law.
- People with other faiths and beliefs should be accepted and tolerated.

Therefore, this approach will be embedded within the ethos of our school 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 school's approach to the spiritual, moral, social and cultural development of pupils.

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 an approach that includes:

- Citizenship programmes
- PSHE curriculum
- Open discussion and debate
- Work on anti-violence and a restorative approach to conflict resolution
- Targeted programmes
- Whole school assemblies



Achieving unit awards in some aspects of this delivery

By delivering broad and balanced Citizenship and Ethics programmes, augmented by the use of external sources where appropriate, we will strive to ensure our pupils recognise risk and build resilience to manage any such risk themselves where appropriate to their age and ability but also to help pupils develop the critical thinking skills needed to engage in informed debate.

In line with [DfE advice published in November 2014](#), The Aspire Academy will promote British Values including 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.

Practical implementation of these aims could include:

- Facilitating a 'safe space' so pupils 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.
- Equipping our pupils with the appropriate skills, knowledge, understanding and awareness for resilience.
- Engaging pupils in understanding how democracy and the law works in Britain in contrast to some other forms of government.
- Demonstrating how democracy works e.g. voting for School Council members, issues, mock elections.
- Enabling a 'pupil voice' to be heard.
- Teaching about a range of faiths.
- Consider how to provide and extra-curricular activity that promotes these values.

We will also work with local partners, families and communities in our efforts to ensure our school understands and embraces our local context and values in challenging extremist views and to assist in the broadening of our pupils' experiences and horizons. We will help support pupils 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 mentoring. Additionally, in such instances our school will seek external support from the Local Authority and/or local partnership structures working to prevent extremism.

4. Whistle Blowing

Where there are concerns of extremism or radicalisation Pupils and Staff will be encouraged to make use of our internal systems to Whistle Blow or raise any issue in confidence. Staff can raise issues with the Headteacher, DSL

or other member of the Senior Management Team (the 'Whistleblowing' procedure). Pupils can raise issues in confidence to any member of staff, the Safeguarding Team, The Project Team or via the Safeguarding Mobile 07944 232096.

5. Safeguarding

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

Staff at The Aspire Academy will be alert to the fact that whilst Extremism and Radicalisation is broadly a safeguarding issue there may be some instances where a child or pupils may be at direct risk of harm or neglect. For example; this could be due to a pupil displaying risky behaviours in terms of the activities they are involved in or the groups they are associated with or staff may be aware of information about a pupil's family that may equally place a young person at risk of harm. (These examples are not definitive or exhaustive).

Therefore all adults working at The Aspire Academy (including visiting staff, volunteers, contractors, and pupils on placement) are required to report instances where they believe a young person may be at risk of harm or neglect to the Designated Safeguarding Lead.

6. The Role of the Designated Safeguarding Lead

The Designated Safeguarding Lead works in line with the responsibilities as set out in the DfE Guidance [Keeping children safe in education 2023](#) and '[Working Together to Safeguard Children, July 2018](#)'.

The Designated Safeguarding Lead is the focus person for school 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. The Designated Safeguarding Lead is also the 'Prevent Single Point of Contact' (SPOC) which includes the responsibilities of the PREVENT strand of the Government's counter-terrorism strategy.

7. Training

Whole school in-service training on Safeguarding will be organised for staff and governors annually and will comply with the prevailing arrangements agreed by the [WSCP](#) and will, in part, include training on extremism and radicalisation and its safeguarding implications. The Designated Safeguarding Lead and Deputies will attend training courses as necessary and the appropriate inter-agency training organised by the WSCB at least every two years, again this will include training on extremism and radicalisation and its safeguarding implications.

8. Recruitment

The arrangements for recruiting all staff, permanent and volunteers, to our school will follow the Local Authority 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 general and in doing so will deny opportunities for inappropriate recruitment or advancement. We will be alert to the possibility that persons may seek to gain positions within our school so as to unduly influence our school's 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 school and staff team we will minimise the opportunities for extremist views to prevail.

9. Role of the Governing Body

The Governing Body of our school will undertake appropriate training to ensure that they are clear about their role and the parameters of their responsibilities as Governors, including their statutory safeguarding duties. The Governing Body of our school will support the ethos and values of our school and will support the school in tackling extremism and radicalisation. The school Governors will work in line with the guidance as set out in [Keeping children safe in education 2023](#) and '[Working Together to Safeguard Children, July 2018](#)'.

Details of our Governing Body will be published on our school website to promote transparency.

In line with the provisions set out in the DfE guidance, [Keeping children safe in education 2023](#) the governing body will challenge the school's senior management team on the delivery of this policy and monitor its effectiveness. Governors will review this policy 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.