

1. Introduction

- 1.1 The University of Brighton Academies Trust are committed to providing a secure environment for all of our students/pupils, staff and stakeholders.
- 1.2 The current threat from terrorist extremism in the United Kingdom can involve the exploitation of vulnerable people, including children, young people and vulnerable adults to involve them in terrorism or activity in support of terrorism.
- 1.3 Since 2010, when the Government published the Prevent Strategy, there has been an awareness of the specific need to safeguard children, young people and families from violent extremism. There have been several occasions both locally and nationally in which extremist groups have attempted to radicalise vulnerable children and young people to hold extreme views including views justifying political, religious, sexist or racist violence, or to steer them into a rigid and narrow ideology that is intolerant of diversity and leaves them vulnerable to future radicalisation.
- 1.4 The Trust values freedom of speech and the expression of beliefs / ideology as fundamental rights underpinning our society's values. Both students/pupils and teachers have the right to speak freely and voice their opinions. However, freedom comes with responsibility and free speech that is designed to manipulate the vulnerable or that leads to violence and harm of others goes against the moral principles in which freedom of speech is valued. Free speech is not an unqualified privilege; it is subject to laws and policies governing equality, human rights, community safety and community cohesion.
- 1.5 The current threat from terrorism in the United Kingdom may include the exploitation of vulnerable people, to involve them in terrorism or in activity in support of extremism and terrorism. The normalisation of extreme views may also make children and young people vulnerable to future manipulation and exploitation. The Trust is clear that this exploitation and radicalisation should be viewed as a safeguarding concern.
- 1.6 The Trust's Preventing Extremism and Radicalisation Policy also draws upon the guidance contained in the "Revised Prevent Strategy, 2015", DfE Guidance "Keeping Children Safe in Education, 2016"; "Tackling Extremism in the UK", DfE's "Teaching Approaches that help Build Resilience to Extremism among Young People" and Peter Clarke's Report of July 2014.
- 1.7 Definitions of radicalisation and extremism, and indicators of vulnerability to radicalisation are to be found in **Appendix 1**.
- 1.8 In adhering to this policy, and the procedures therein, staff, governors, volunteers and visitors will contribute to the Trust's delivery of the outcomes to all children, as set out in the Children Act 2004.

2. Trust Ethos and Practice

- 2.1 There is no place for extremist views of any kind in our Trust or academies, whether from internal sources – students/pupils, staff or governors, or external sources - academy community, external agencies or individuals.
- 2.2 It is imperative that our students/pupils and parents see each academy as a safe

place where they can discuss and explore controversial issues safely and in an unbiased way and where our teachers encourage and facilitate this.

- 2.3 As a Trust we recognise that extremism and exposure to extremist materials and influences can lead to poor outcomes for our students/pupils. We also recognise that if we fail to challenge extremist views we are failing to protect our students/pupils.
- 2.4 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.
- 2.5 Therefore, within each academy we will provide a broad and balanced curriculum, 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 marginalised.
- 2.6 The Trust is 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 students/pupils may themselves reflect or display views that may be discriminatory, prejudiced or extremist, including using derogatory language.
- 2.7 Any prejudice, discrimination or extremist views, including derogatory language, displayed by students/pupils, staff, visitors or parents will always be challenged and where appropriate dealt with. 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 to a Prohibition Order is warranted.
- 2.8 As part of wider safeguarding responsibilities school staff will be alert to:
 - Disclosures by students/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 students/pupils have not actively sought these out.
 - Graffiti symbols, writing or art work promoting extremist messages or images
 - Students/pupils accessing extremist material online, including through social networking sites
 - Parental reports of changes in behaviour, friendship or actions and requests for assistance
 - Local schools/academies, Local Authority services, and police reports of issues affecting pupils in other schools/academies or settings
 - Students/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

3. Teaching Approaches

- 3.1 Each academy will strive to eradicate the myths and assumptions that can lead to some young people becoming alienated and disempowered, especially where the narrow approaches children may experience elsewhere may make it harder for them to challenge or question these radical influences. In each academy this will be achieved by good teaching, primarily during PSHE and Citizenship lessons; 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.

- 3.2 Each academy will ensure that all of its teaching methods help the students/pupils build resilience to extremism and give pupils a positive sense of identity through the development of critical thinking skills. Each academy will ensure that all of the staff are equipped to recognise extremism and are skilled and confident enough to challenge it.
- 3.3 Each academy will be flexible enough to adapt their teaching methods, as appropriate, so as to address specific issues so as to become even more relevant to the current issues of extremism and radicalisation.
- 3.4 This approach will be embedded within the ethos of each academy so that students/pupils know and understand what safe and acceptable behaviour is in the context of extremism and radicalisation. This will work in conjunction with the academy's approach to the spiritual, moral, social and cultural development of pupils as defined in OfSTED's School Inspection Handbook and will include a programme of assemblies dedicated to promoting fundamental British values to help further promote this rounded development of their students/pupils.
- 3.5 Each academy will also work with local partners, families and communities in their efforts to ensure they understand and embrace the local context and values in challenging extremist views and to assist in the broadening of each pupil's experiences and horizons. Each academy will help support students/pupils who may be vulnerable to such influences as part of the wider safeguarding responsibilities and where it is believed a student/pupil is being directly affected by extremist materials or influences each academy will ensure that a student/pupil is offered mentoring. Additionally in such instances each academy will seek external support from the Police and/or local partnership structures working to prevent extremism.
- 3.6 Each academy will promote the values of democracy, the rule of law, individual liberty, mutual respect and tolerance for those with different faiths and beliefs. Each academy 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.

4. Use of External Agencies and Speakers

- 4.1 The Trust encourages the use of external agencies or speakers to enrich the experiences of our students/pupils, however we will positively vet those external agencies, individuals or speakers who we engage to provide such learning opportunities or experiences for our pupils.
- 4.2 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 complete opposition to, the Trust's values and ethos. We must be aware that in some instances the work of external agencies may not directly be connected with the rest of the curriculum so we need to ensure that this work is of benefit to our students/pupils.
- 4.3 Each academy will assess the suitability and effectiveness of input from external agencies or individuals to ensure that:
 - Any messages communicated to students/pupils support fundamental British Values
 - Any messages communicated to students/pupils are consistent with the ethos of the academy and do not marginalise any communities, groups or individuals
 - Any messages communicated to students do not seek to glorify criminal activity or

violent extremism or seek to radicalise students 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 matched to the needs of students/pupils

4.4 The Trust recognises, however, that the ethos of our academies is to encourage students/pupils 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, and we may use external agencies or speakers to facilitate and support this.

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

5. Risk reduction

5.1 The Principal and the Designated Safeguarding Lead will assess the level of risk within each academy and put actions in place to reduce that risk. Risk assessment may include consideration of the academy's RE curriculum, anti-bullying and assembly policies, Trust policies in relation to SEND and E-Safety, visiting speakers, the use of academy premises by external agencies and other issues specific to the academy's profile, community and philosophy. This risk assessment will be reviewed as part of the annual report to governors. The Local Governing Body will be responsible for promoting the following values in the academies: values of democracy, rule of law, equality of opportunity, freedom of speech and the rights of all men and women to live free from persecution of any kind.

5.2 Each academy will screen staff, visitors and volunteers to ensure that they will not deliver messages of extremism or radicalisation.

6. Response

6.1 Each academy, is required to identify a Prevent Single Point of Contact (SPOC) who will be the lead within the organisation for safeguarding in relation to protecting individuals from radicalisation and involvement in terrorism. The responsibilities of the SPOC are described in **Appendix 2**, and the SPOC for each academy is listed in **Appendix 3**.

6.2 Staff at each 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 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 be aware of information about a child's family that may equally place a child at risk of harm. (These examples are for illustration and are not definitive or exhaustive)

6.3 Therefore all adults working in each academy (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 or if they have concerns that a student may be at risk of radicalisation or involvement in terrorism They should speak with the SPOC or to the Designated Safeguarding Lead.

Policy status and review

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Appendix 1

Indicators of vulnerability to radicalisation

1. Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism leading to terrorism.
2. Extremism is defined by the Government in the Prevent Strategy as:
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. We also include in our definition of extremism calls for the death of members of our armed forces, whether in this country or overseas.
3. Extremism is defined by the Crown Prosecution Service 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; or
 - Foster hatred which might lead to inter-community violence in the UK.
4. There is no such thing as a “typical extremist”: those who become involved in extremist actions come from a range of backgrounds and experiences, and most individuals, even those who hold radical views, do not become involved in violent extremist activity.
5. Pupils may become susceptible to radicalisation through a range of social, personal and environmental factors - it is known that violent extremists exploit vulnerabilities in individuals to drive a wedge between them and their families and communities. It is vital that school staff are able to recognise those vulnerabilities.
6. Indicators of vulnerability include:
 - Identity Crisis – the student / pupil is distanced from their cultural / religious heritage and experiences discomfort about their place in society;
 - Personal Crisis – the student / pupil may be experiencing family tensions; a sense of isolation; and low self-esteem; they may have dissociated from their existing friendship group and become involved with a new and different group of friends; they may be searching for answers to questions about identity, faith and belonging;
 - Personal Circumstances – migration; local community tensions; and events affecting the student / pupil’s country or region of origin may contribute to a sense of grievance that is triggered by personal experience of racism or discrimination or aspects of Government policy;
 - Unmet Aspirations – the student / pupil may have perceptions of injustice; a feeling of failure; rejection of civic life;
 - Experiences of Criminality – which may include involvement with criminal

groups, imprisonment, and poor resettlement / reintegration;

- Special Educational Need – students / pupils may experience difficulties with social interaction, empathy with others, understanding the consequences of their actions and awareness of the motivations of others.

7. However, this list is not exhaustive, nor does it mean that all young people experiencing the above are at risk of radicalisation for the purposes of violent extremism.

8. More critical risk factors could include:

- Being in contact with extremist recruiters;
- Accessing violent extremist websites, especially those with a social networking element;
- Possessing or accessing violent extremist literature;
- Using extremist narratives and a global ideology to explain personal disadvantage;
- Justifying the use of violence to solve societal issues;
- Joining or seeking to join extremist organisations; and
- Significant changes to appearance and / or behaviour;
- Experiencing a high level of social isolation resulting in issues of identity crisis and / or personal crisis.

Appendix 2

Preventing violent extremism -

Roles and responsibilities of the single point of contact (SPOC)

The SPOC will be a named individual within each academy who is responsible for:

- Ensuring that staff of the academy are aware that you are the SPOC in relation to protecting students/pupils from radicalisation and involvement in terrorism;
- Maintaining and applying a good understanding of the relevant guidance in relation to preventing students/pupils from becoming involved in terrorism, and protecting them from radicalisation by those who support terrorism or forms of extremism which lead to terrorism;
- Raising awareness about the role and responsibilities of each academy in relation to protecting students/pupils from radicalisation and involvement in terrorism;
- Monitoring the effect in practice of the school's RE curriculum and assembly policy to ensure that they are used to promote community cohesion and tolerance of different faiths and beliefs;
- Raising awareness within the academy about the safeguarding processes relating to protecting students/pupils from radicalisation and involvement in terrorism;
- Acting as the first point of contact within the school for case discussions relating to students/pupils who may be at risk of radicalisation or involved in terrorism;
- Collating relevant information from in relation to referrals of vulnerable students/pupils into the Channel* process;
- attending Channel* meetings as necessary and carrying out any actions as agreed;
- Reporting progress on actions to the Channel* Co-ordinator; and
- Sharing any relevant additional information in a timely manner.

Channel is a multi-agency approach to provide support to individuals who are at risk of being drawn into terrorist related activity. The following guidance is available [Channel Duty Guidance April 2015](#) Channel is led by the Sussex Police through their "prevent" team and it aims to:

- Establish an effective multi-agency referral and intervention process to identify vulnerable individuals;
- Safeguard individuals who might be vulnerable to being radicalised, so that they are not at risk of being drawn into terrorist-related activity; and
- Provide early intervention to protect and divert people away from the risks they face and reduce vulnerability.

Appendix 3

Academies' single point of contact

University of Brighton Academies Trust

Academy	Name of SPOC
The Hastings Academy	Cate Bance
The St Leonards Academy	Christopher Dean
The Baird Primary Academy	Carly Welch
The Burgess Hill Academy	Aine McGeough
Churchwood Primary Academy	Ros Collett
Desmond Anderson Primary Academy	Krista Elledge
Dudley Infant Academy	Stuart Maclean
Hollington Primary Academy	Julie Reece
Robsack Wood Primary Academy	Caroline Thayre / Alice Pascoe-Hale
Silverdale Primary Academy	Jonathan Morris
West St Leonards Primary Academy	Frances Robinson
Blackthorns Community Primary Academy	Marianne Brand
Holmbush Primary Academy	Susan Stickley
Lindfield Primary Academy	Marcus Still
Pound Hill Infant Academy	Amy Watson