

**The Good Shepherd Multi Academy Trust**

**Preventing Extremism and  
Radicalisation Policy**



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**Review January 2017**

Preventing Extremism and Radicalisation Policy V1 11/01/16

## **Values**

Every member of the Trust family of schools will be valued and encouraged to fulfil their potential. In our Trust we believe:

- Everyone has something to offer
- Trust, honesty, empathy and social responsibility are the Christian values that frame our work
- We are here for the whole person, spiritually, morally, educationally and socially
- In working with transparency and openness

### **1. Policy framework**

- 1.1 Our Trust is committed to providing a secure environment for students, where children feel safe and are kept safe. All adults in our Trust 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.
- 1.2 In adhering to this policy, and the procedures therein, staff and visitors will contribute to the Trust's delivery of the outcomes to all children, as set out in s10 (2) of the Children Act 2004<sup>1</sup>. This Preventing Extremism and Radicalisation Policy is one element within the Trust's overall arrangements to Safeguard and Promote the Welfare of all Children in line with our statutory duties set out at s175 of the Education Act 2002 (s157 of the Education Act 2002).
- 1.3 Our Trust's Preventing Extremism and Radicalisation Safeguarding Policy also draws upon the guidance contained in DfE Guidance "Keeping Children Safe in Education, 2015"; Departmental advice Promoting fundamental British values as part of SMSC in schools November 14 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" and Peter Clarke's Report of July 2014.

### **2. The Trust's Ethos and Practice**

- 2.1 When operating this policy the Trust 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'.
- 2.2 There is no place for extremist views of any kind in our schools, whether from internal sources —pupils, staff or governors, or external sources - school community, external agencies or individuals. Our pupils see our schools as safe places where they can explore controversial issues safely and where our teachers encourage and facilitate this — we have a duty to ensure this happens.

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<sup>1</sup> the physical, mental health and emotional well-being of children; the protection of children from harm and neglect; the education, training and recreation of children; the contribution made by them to society; and their social and economic well-being.

- 2.3 As a Trust we recognise that extremism and exposure to extremist materials and influences can lead to poor outcomes 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.
- 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, our schools will provide a broad and balanced curriculum, delivered by skilled professionals, so that our students are enriched, understand and show empathy towards difference and diversity and also to ensure that they thrive, feel valued and not marginalized. Furthermore, our 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 may themselves reflect or display views that may be discriminatory, prejudiced or extremist, including using derogatory language.
- 2.6 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 schools' Behaviour Policies 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 to a Prohibition Order is warranted.
- 2.7 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 students have not actively sought these out;
  - Graffiti symbols, writing or art work promoting extremist messages or images;
  - Pupils accessing age inappropriate online material (including extremist material) both through normal internet search engines and social networking sites;
  - Parental reports of changes in behaviour, friendship or actions and requests for assistance;
  - Partner schools, local authority services, 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.
- 2.8 Our schools will closely follow any locally agreed procedure as set out by the Local Authority and/or Cumbria's Safeguarding Children Board's agreed processes and criteria for safeguarding individuals vulnerable to extremism and radicalisation.
- 2.9 At the Trust, we have determined "British Values" to be:
- Democracy
  - The rule of law
  - Individual liberty
  - Mutual respect
  - Tolerance of those with different faiths and beliefs
- 2.10 Our schools aim to develop and nurture these by:
- Planning a vibrant, engaging Collective Worship programme with core ethical values and beliefs at its heart
  - A strong Christian ethos in which the children's Spiritual, Social, Moral and Cultural development is of paramount importance
  - A well-structured PSHE / SMSC curriculum which teaches and reinforces British Values
  - A well-structured RE curriculum which teaches children knowledge of other religions and the importance of respecting the beliefs of others
  - An effective School Council enabling students to actively participate in the democratic process
  - A broad and balanced curriculum which addresses many of these core values across a range of subject areas
  - Having a clearly communicated and consistently applied Behaviour Policy so that pupils understand what is expected of them and the consequences of both meeting and failing to meet these expectations
  - A Code of Conduct based on Christian values which is regularly referred to and communicated with pupils, reiterating that we are a school community built on mutual respect and understanding
  - Having a rigorous commitment to the pupils' safety (for example: trips and visits policy and procedures, Safeguarding procedures, Code of Conduct and Health and Safety procedures)

### **3. Teaching Approaches**

- 3.1 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 children may experience elsewhere may make it harder for them to challenge or question these radical influences. In our schools this will be achieved by good teaching, primarily via PSHE; 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 We will ensure that our teaching approaches will promote the knowledge, skills and understanding to build the resilience of our learners; in particularly resilience to extremism. We help our pupils to have a positive sense of identity through our nurturing ethos and 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.
- 3.3 We will be flexible enough to adapt our teaching approaches, as appropriate, so as to address specific issues so as to become even more relevant to the current issues of extremism and radicalisation. Any controversial issues will be used to help learners challenge the perceptions and misconceptions of their own and others. To do this classroom practices will include:
  - developing questioning techniques to open up safe debate;
  - building confidence to promote honesty about a plurality of views;
  - ensuring freedom of expression and freedom from threat;
  - debating fundamental moral and human rights principles;
  - promoting open respectful dialogue; and affirming multiple identities.
- 3.4 In order to support our pupils in achieving the goals outlined above our curriculum will include;
  - promoting knowledge, skills and understanding to build the resilience of learners;
  - exploring controversial issues
  - recognising local needs
  - challenging extremist narratives;
  - promoting universal rights;
- 3.5 Through our schools' approach to the Spiritual, Moral, Social and Cultural development of pupils and through well-planned Collective Worship of which Christian Values form the basis, our children will be taught to know and understand what safe and acceptable behaviour is in the context of extremism and radicalisation.
- 3.6 Our goal is to build mutual respect and understanding and for children to understand the importance of the use of dialogue as a form of conflict resolution.
- 3.7 We will also work with local partners, families and communities in our efforts to ensure our schools understand and embrace their local context and value the importance of challenging any extremist views in order to assist in the broadening of their pupils' experiences and horizons.
- 3.8 We will help support any pupil who may be vulnerable to such 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 student 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.

3.9 At the Trust 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 our 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.

3.10 In order to support our pupils in achieving the goals outlined above our curriculum will include:

- promoting knowledge, skills and understanding to build the resilience of learners;
- exploring controversial issues;
- recognising local needs;
- challenging extremist narratives;
- promoting universal rights;

#### **4. Whistle Blowing**

4.1 Where there are concerns of extremism or radicalisation pupils, Staff and Governors in our schools will be encouraged to make use of our internal systems to Whistle Blow or raise any issue in confidence.

4.2 They must inform the Headteacher straight away (or if it relates to the Headteacher inform the Chair of Governors).

#### **5. Safeguarding**

5.1 Please refer to The Trust's Child Protection Policy for the full procedural framework on our Safeguarding and Child Protection duties.

5.2 Staff at the Trust 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).

5.3 Therefore, all adults working in the Trust (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 within the school.

5.4 The Trust's Safeguarding reporting arrangements will be set out fully in each school's Safeguarding Policy.

The Designated Safeguarding Director is: Michael Mill

Each school within the MAT will have its own Designated Safeguarding Lead.

5.5 The Designated Safeguarding Lead within each school in the MAT works in line with the responsibilities as set out at Annex B of the DfE Guidance 'Keeping Children Safe in Education' which is detailed in each schools Safeguarding/child protection Policy. **Each incident which is logged will be forwarded to the Trust, and not only those that are taken further.**

**6. Role of Local Governing Bodies**

6.1 The Local Governing Bodies of our schools will undertake appropriate training to ensure that they are clear about their role and the parameters of their responsibilities as Local Governing Body Members, including their statutory safeguarding duties.

6.2 The Local Governing Bodies of our schools will support the ethos and values of our Trust and will support their schools in tackling extremism and radicalisation.

6.3 In line with the provisions set out in the DfE guidance 'Keeping Children Safe in Education, 2015' the Local Governing Bodies will challenge their school's senior management team on the delivery of this policy and monitor its effectiveness.