

Anti- extremism and Anti-terrorism Policy

Updated: November 2017

Adopted by the LGBs: January 2018

Date for next review: April 2020

Context

The Prevent Duty in the Counter Terrorism and Security Act 2015 placed a duty on specified authorities, including schools/ academies, to have due regard to the need to prevent people from being drawn into terrorism and to have regard to the statutory guidance.

Ofsted's common inspection framework makes specific reference to the need to have safeguarding arrangements in place to promote pupil welfare and prevent radicalisation and extremism. Schools/ academies must assess the risks to children being drawn into terrorism including support for extremist ideas, be aware of the increased risk of online radicalisation, be alert to changes in children's behaviour, have clear procedures in place for protection children at risk of radicalisation and as a minimum ensure that the designated safeguarding lead undertakes Prevent awareness training.

Statement of intent

EFAT deplores terrorism of every kind and of any radical ideology. We will do anything we can to protect our pupils from the threat of terrorism and we will not tolerate extremism in our academy.

Our zero tolerance approach to extremism and terrorism includes interventions, exclusions and involving third parties such as the police.

We support and adhere to the latest guidance from the Department for Education which requires schools/academies to actively promote fundamental British Values and to ensure that pupils are encouraged to regard people of all faiths, races and cultures with respect and tolerance.

This policy relates to the prevention of radicalisation of pupils at EFAT. For guidance on specific terrorist incidents, please see our evacuation policy and procedures.

1. Definitions

- 1.1 Extremism** – is defined as the holding of extreme political or religious views.
- 1.2 Radicalisation** – is defined as the process by which an individual or group comes to adopt increasingly extreme political, social, or religious ideals and aspirations.
- 1.3 Fundamental British Values** – is a set of expected standards by which people resident in the United Kingdom must live.

2. Safeguarding from extremism

- 2.1** We protect the right to freedom of expression. This policy is not intended or designed to restrict or prevent legitimate and lawful congregation or debate.
- 2.2** We have a dedicated anti-terrorism safeguarding lead and deputy who deal with any incidents of extremism and or terrorism within our academy community. We also have a designated safeguarding governor.

- 2.3** As is our responsibility under law, we will do our utmost to safeguard our pupils from being drawn into extremism and terrorism.
- 2.4** We have strong relationships with our local Safeguarding Children Board and local police and will not hesitate to involve them at the earliest opportunity if safeguarding issues arise.
- 2.5** We encourage any pupil, parent, staff member or member of the wider academy community to let our anti-terrorism safeguarding lead know if they have concerns about:
- Pupils becoming radicalised.
 - Groups, clubs or societies with extremist or radical views.
 - Friends and/or families of pupils becoming radicalised or involved in extremism.
 - Pupils planning to visit known areas of conflict.
 - Members of the academy and wider community attempting to draw young and/or vulnerable pupils into extremism.
- 2.6** Visitors and speakers coming into the academy will be vetted prior to them having access to pupils, and all materials handed out to pupils will be checked by the Senior Leadership Team.

3. “Channel” and “Prevent”

- 3.1** [“Channel”](#), a key element of the Home Office's “Prevent” strategy, is a multi-agency approach to protect people at risk from radicalisation.
- 3.2** As an academy we will work with the Local Authority, local law enforcement and religious and community leaders, to identify children vulnerable to radicalisation and to stamp out extremism if it arises. This includes identifying pupils:
- Displaying feelings of grievance and injustice.
 - Feeling under threat.
 - Searching for identity, meaning and belonging.
 - Who have a desire for status amongst their peers.
 - Who have a desire for excitement and adventure.
 - Displaying a need to dominate and control others.
 - Who have a susceptibility to indoctrination.
 - Displaying a radical desire for political or moral change.
 - Who are susceptible to opportunistic involvement.
 - Who have family or friends involved in extremism.
 - Susceptible to being influenced or controlled by a group.
 - With relevant mental health issues.

4. Preventing radicalisation

- 4.1** We will always take allegations and concerns of radicalisation and/or terrorism seriously.
- 4.2** We will help pupils channel their desire for excitement and adventure into suitable and healthy activities.

- 4.3 Extremist propaganda is widely available online. The poisonous messages of extremists and fundamentalists will never be allowed to drown out the voices of the moderate majority.
- 4.4 We will work with local religious and cultural organisations to instil a strong sense of identity in our pupils, as well as a clear place and purpose within the academy.
- 4.5 We will record all internet activity that takes place on site, and on any academy macbooks, iPads and iPods off site.
- 4.6 Our academy is stronger thanks to our open, multi-faith and multi-racial community. We will always aim to integrate and engage every child within the academy community, and in the wider community.
- 4.7 We will celebrate a range of different religious and cultural festivals across the year giving every child the opportunity to take part.

5. Community links

- 5.1 We will engage in annual community round-table discussions with local community and religious leaders, and local law enforcement.
- 5.2 We will include discussion about extremism and terrorism in our Governing Body meetings.
- 5.3 We will operate an open door policy for community members to report concerns.
- 5.4 We will open our doors to the community for festivals, religious and other events.
- 5.5 We will select a range of charities to support across the year which represent our trust community, including local community groups.

6. Promoting fundamental British Values

6.1 Through the curriculum, we will:

- Teach our pupils a broad and balanced international history.
- Represent the cultures of all of our pupils across the subject.
- Teach a wide range of English and non-English literature.
- Commemorate World War 1 and 2.
- Demonstrate the historical importance of the Commonwealth.

6.2 Through our Social, Moral, Spiritual and Cultural programme, we will:

- Enable pupils to develop their self-knowledge, self-esteem and self-confidence.
- Enable pupils to distinguish right from wrong and to respect the civil and criminal law of England.

- Encourage pupils to accept responsibility for their behaviour, show initiative, and to understand how they can contribute positively to the lives of those living and working in the locality of the academy and to society more widely.
- Enable pupils to acquire a broad general knowledge of, and respect for, public institutions and services in England.
- Further tolerance and harmony between different cultural traditions by enabling pupils to acquire an appreciation of, and respect for, their own and other cultures.
- Encourage respect for other people.
- Encourage respect for democracy and support for participation in the democratic processes, including respect for the basis on which the law is made and applied in Britain.

6.3 We will do this by:

- Including material on the strengths, advantages and disadvantages of democracy, and how democracy and the law works in Britain as part of our curriculum.
- Ensuring that all pupils within the academy have a voice that is listened to, thus demonstrating how democracy works via a academy council whose members are voted for by the pupils.
- Using opportunities such as general or local elections to hold mock elections to offer pupils the chance to engage in politics from an early age.
- Offering a debate club to provide pupils with the opportunity to learn how to argue and defend points of view.
- Using teaching resources from a wide variety of sources to help pupils understand a range of faiths.
- Considering the role of extra-curricular activity, including any activity run directly by pupils, in promoting fundamental British Values.