## Introduction

At Brook Learning Trust we bring together our unique academies in our belief in the power of education to change lives and communities. It is our steadfast purpose to challenge and defy the barriers that constrain the educational progress of any child. We set high aims for aspiration and secure collective responsibility for all our children's achievements. Our work is underpinned by the values of Integrity, Respect, Courage, Optimism, Excellence and Accountability.

## Academy ethos and values

We value freedom of speech and the expression of beliefs/ideology as fundamental rights underpinning our society's values. Both our students and adults have the right to speak freely and voice their opinions. However, freedom comes with responsibility. Free speech which is designed to manipulate the vulnerable or that leads to violence and harm of others goes against the 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.

## Aim

To safeguard children, young people and families from violent extremism.

## Objectives

1. To define extremism.
2. Explain how all adults in the academy should recognise safeguarding students from extremism and radicalisation. This should be seen as everyone's responsibility, irrespective of their role in the academy, and whether they have direct contact or responsibility for children or not.

## Defining Extremism

Preventing extremism and radicalisation is one element within our overall academy arrangements to safeguard and promote the welfare of all children in line with our statutory duties set out at s157 of the *Education Act 2002.*

The Hayesbrook School will use the following accepted government 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.'*

## Method of Implementation

## How everyone in the academy safeguards students from extremism

All pupils, staff and academy councillors will accept there is no place for extremist views of any kind at The Hayesbrook School whether from internal sources – pupils, staff and academy councillors – or external sources – academy community, external agencies or individuals.

All pupils, staff and academy councillors will recognise the indicators of vulnerability to radicalisation and be aware students 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 academy staff are able to recognise these vulnerabilities and report any concerns to the Designated Safeguarding Lead (DSL).

The symptoms of vulnerability to extremism include:
- Identity crisis – the pupil is distanced from their cultural/religious heritage and experiences discomfort about their place in society
- Personal crisis – the 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 group. They may be searching for answers to questions about faith, identity and belonging
- Personal circumstances – migration, local community tensions, and events affecting the pupil's country or religion of origin may contribute to a sense of grievance that is triggered by personal experience or racism or discrimination or aspects of government policy
- Unmet aspirations – the 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 Needs – pupils may experience difficulties with social interaction, empathy with others, understanding the consequences of their actions and awareness of the motivations of others
- Browsing of extremist websites at school or witnesses report that this is happening via another source.

More critical risk factors could include:
- Being in contact with extremist recruiters
- Accessing violent extremist websites
- 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
- Significant changes to appearance/behaviour
- Experiencing a high level of social isolation resulting in issues of identity crisis and/or personal crisis

Specific advice to all **Teachers, Higher Learning Teaching Assistants and Learning Mentors** in tackling extremism includes:
- Strive to eradicate myths and assumptions through outstanding teaching
- Be mindful of the Government's guidance 'Teaching approaches that help build resilience to extremism among young people' DfE 2011
- Ensure our teaching approaches help our students build resilience to extremism and give a positive sense of identity through the development of critical thinking

- Promote the values of democracy, the rule of law, individual liberty, mutual respect and tolerance for those with different faiths and beliefs.
- 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 our fundamental responsibility to keep our pupils safe and prepare them for life in a modern multi-cultural Britain and globally
- Work with local partners, families and communities in our efforts to challenge extremist views and to assist in the broadening of our pupils' experiences and horizons
- Promote online safety to all stakeholders.

The use of external speakers is encouraged to enrich the curriculum, however we will positively vet those external speakers, check DBS clearances and view material to be used beforehand. We will ensure that all messages delivered are consistent with the ethos of the academy and do not marginalise any communities, groups or individuals. Messages do not glorify criminal activity or violent extremism or seek to radicalise pupils through extreme or narrow views of faith, religion or culture or other ideologies.

All pupils, staff and academy councillors must recognise our pupils see our academy as a safe place where they can explore controversial issues safely and where our teachers encourage and facilitate this. Everyone has a duty to ensure this happens.

**What to do when you suspect safeguarding is compromised and a student is exposed to radicalisation?**
You should recognise that extremism and exposure to extremist materials and influences can lead to poor outcomes for children. Your suspicions should be addressed as a safeguarding concern as set out in this policy. It is important that you recognise that extremism can be exposed across a variety of indicators. These include observations of stakeholders becoming distanced from their cultural or religious heritage, discomfort about their place in society, personal crisis, isolation from peers, low self-esteem or becoming distanced from friendship groups. Staff should also be aware that indicators of extremism can include anything such as 'honour based violence', low attendance due to being a victim of an extreme view, exposure to criminality and violence or concerns about stakeholders views on race, gender or sexual orientation.
 We also recognise that if any adult fails to challenge extremist views we are failing to protect our pupils. If there is any concern about a pupil, staff should speak with the single point of contact who is the Designated Safeguarding Lead (DSL) and complete a 'green form' (see separate safeguarding policy)**.** This is Assistant Principal, Mr Steven Reader. The Hayesbrook School will help support pupils who may be vulnerable to influences as part of our wider safeguarding responsibilities. If necessary we will seek outside agency support through referrals to children's social services, or to Kent Police via the Channel Referral Process

School Leadership Team will note education is a powerful weapon against extremism and therefore The Hayesbrook School 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 ensure that they thrive, feel valued and not marginalized. Every student will study

PSHE and Religious Education as part of this broad and balanced curriculum to understand world faiths.

The Designed Safeguarding Lead (DSL) will ensure all staff are equipped to recognise extremism and are skilled and confident enough to challenge it. Our 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 SPOC for The Hayesbrook School is the Designated Safeguarding Lead (DSL), Mr Steven Reader, Assistant Principal.

The Principal will ensure all staff challenge 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 and the Brook Learning Trust Staff Code of Conduct. The Principal will support the Designated Safeguarding Lead (DSL) in working alongside both Brook Learning Trust and Kent County Council protocols for tackling extremism.

In terms of staff recruitment the Principal, together with Brook Learning Trust's HR Manager, will ensure at least one interview panel member has received NSPCC safer recruitment training and will be ensuring there is an ongoing culture of vigilance within our academy and staff team; this will minimise the opportunities for extremist views to prevail. Whistleblowing: 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. Please refer to Brook Learning Trust's Whistleblowing Policy.

**Role of the Academy Council**

The academy council will support the ethos and values of our academy and will support the academy in tackling extremism and radicalisation. The academy council will challenge the academy on the delivery of this policy and monitor its effectiveness. Councillors will review the policy bi-annually but may amend and adopt any amendments in accordance with any new legislation or guidance.

**Monitoring**

There are a number of indicators that can be monitored to identify potential extremism developing. These include observations of stakeholders becoming distanced from their cultural or religious heritage, discomfort about their place in society, personal crisis, isolation from peers, low self-esteem or becoming distanced from friendship groups. These include observations of stakeholders becoming distanced from their cultural or religious heritage, discomfort about their place in society, personal crisis, isolation from peers, low self-esteem or becoming distanced from friendship groups. Staff should also be aware that indicators of extremism can include anything such as 'honour based violence', low attendance due to being a victim of an extreme view, exposure to criminality and violence or concerns about stakeholders views on race, gender or sexual orientation. The academy will monitor on a regular basis (daily) the website filtering systems and take actions where necessary. These indicators will be monitored via the schools behaviour, ICT acceptable use and safeguarding policies.

The academy will keep a log of the number of racist, homophobic, serious bullying and behaviour incidents distinguishing between those occurring in the academy and those occurring out of the academy. Please note that this list is not exhaustive and even indicators such as poor attendance might

be used to identify stakeholders at risk of radicalisation or extremism. The number of students involved in extremism will be recorded and referrals made to Kent Police and Kent Childrens Social Services. The academy will retain any reports received from staff, external agencies or Kent Police of the potential of any student to be involved in extremism.

**Evaluation**

The effectiveness of this policy will be evaluated against the number of indicating incidents and extremist incidents recorded in any academic year.

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**POLICY REVIEW AND RATIFICATION**

This policy will be reviewed bi-annually and ratified by the academy council

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| Last review by SLT | November 2018 |
| Summary of amendments | More detail and depth added to indicators and monitoring |
| Next review by SLT | December 2020 |
| Next ratification by the Academy Council | December 2020 |