

# Preventing Extremism and Radicalisation Policy

**Bolder Academy**

390 London Road, Isleworth, Middlesex TW7 5AJ  
Registered in England and Wales No: 08932893  
Preventing Extremism and Radicalisation Policy V1

<b>This policy is called:</b>	<b>Preventing Extremism and Radicalisation Policy</b>
<b>It applies to:</b>	All staff at Bolder Academy
<b>Person responsible for its revision:</b>	Adam Walthaus
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## 1. Introduction

Bolder Academy is committed to providing a secure environment for students, where children feel safe and are kept safe. All adults at Bolder Academy 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.

In adhering to this policy, and the procedures therein, staff and visitors will contribute to Bolder Academy's delivery of the outcomes to all children, as set out in s10 (2) of the Children Act 2004\*.

Bolder Academy's Preventing Extremism and Radicalisation Policy is one element within our overall Academy arrangements to safeguard and promote the welfare of all children. This is in line with our statutory duties set out in the Education Act 2002, particularly sections 157 and 175.

Our Academy's Preventing Extremism and Radicalisation Policy also draws upon the guidance contained in the 'London Child Protection Procedures' and DfE guidance 'Keeping Children Safe in Education' (2020), along with the DCSF resources 'Learning Together to be Safe', 'Prevent: Resources Guide', 'Tackling Extremism in the UK', the DfE's 'Teaching Approaches that help Build Resilience to Extremism among Young People' and Peter Clarke's report of July 2014.

*\* 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. The Government's PREVENT strategy

Prevent is a government strategy designed to stop people becoming terrorists or supporting terrorist or extremist causes. The Prevent strategy covers all types of terrorism and extremism, including political and religious extremism.

The Counter Terrorism & Security Act (2015), and the revised Prevent duty guidance updated on 10/4/2019, outlines the responsibility of the school in relation to the Government's Prevent strategy.

All schools (as well as other organisations) have a duty to safeguard children from radicalisation and extremism. This means schools have a responsibility to protect children from extremist and violent views, in the same way we protect them from drugs or gang violence.

Importantly, schools can provide a safe place for pupils to discuss these issues so that they better understand how to protect themselves.

The Government's Prevent strategy is about safeguarding people and communities from the threat of terrorism. Prevent is part of the government's counter-terrorism strategy. It aims to stop people becoming terrorists or supporting terrorism using early engagement to encourage and support individuals to challenge ideologies and behaviours.

The Prevent strategy:

- Responds to the ideological challenge of terrorism and the threat we face from those who promote it
- Provides practical help to prevent people from being drawn into terrorism and ensure they are given appropriate advice and support
- Works with a wide range of sectors (including education, criminal justice, faith, charities, online and health) where there are risks of radicalisation that we need to address
- The strategy covers all forms of terrorism, including far right extremism and some aspects of non-violent extremism.

The Counter Terrorism & Security Act (2015) places a duty on specified authorities including schools, Further and Higher Education to have due regard to the need to prevent people from being drawn into terrorism otherwise called 'the Prevent duty'.

At Bolder Academy, we are committed to supporting vulnerable students through our safeguarding policies and procedures and recognise that this will support the school's contribution to the Prevent duty.

### **3. Academy Ethos and Practice**

When operating this policy, Bolder Academy uses 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'.*

There is no place for extremist views of any kind in our Academy, whether from internal sources – students, staff or governors, or external sources – the community, external agencies or individuals.

We aim to ensure our students see our Academy 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.

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 students.

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.

Therefore, at Bolder Academy we will provide a broad and balanced curriculum, delivered by skilled professionals, so that our students are enriched, understand and become tolerant of difference and diversity. We also want them to thrive, feel valued and not marginalized.

Furthermore, at Bolder 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 the internet, and at times students 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 students or staff will always be challenged and where appropriate dealt with in line with our Behaviour Policy for students and the Code of Conduct for staff. There is no place for extremist views of any kind in our school.

Where misconduct by a teacher is proven the matter will be referred to the National College for Teaching and Leadership/ subsequent agency.

As part of wider safeguarding responsibilities staff will be alert to:

- Disclosures by students of their exposure to the extremist actions, views or materials of others outside of the Academy, 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.
- Students accessing extremist material online, including through social networking sites.
- Parental/carers reports of changes in behaviour, friendship or actions and requests for assistance.
- Local partner schools, local authority services, police reports of issues affecting students in other schools or settings.
- Students 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, ethnicity or culture.
- Attempts to impose extremist views or practices on others.
- Anti-Western or Anti-British views.

Our Academy will closely follow any locally agreed procedure as set out by the Local Authority and/or Hounslow's Safeguarding Children Board agreed processes and criteria for safeguarding individuals vulnerable to extremism and radicalisation.

#### **4. 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. 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 school staff are able to recognise those vulnerabilities.

6. Indicators of vulnerability include:

- Identity Crisis – the student is distanced from their cultural / religious heritage and experiences discomfort about their place in society
- Personal Crisis – the student 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’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 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 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

## **5. Teaching Approaches**

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 Academy this will be achieved by good teaching, primarily via PSHCE.

We will ensure that all our teaching approaches help our students build resilience to extremism and give students a positive sense of identity through the development of critical thinking skills.

We will ensure that all 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, so as to address specific issues so as to become even more relevant to the current issues of extremism and radicalisation. In doing so we will apply the 'key ingredients' for success as set out in the Table in Appendix 1 taken from the DfE document above and we will apply the methodologies set out in that document following the three broad categories of:

- Making a connection with young people through good teaching and a student-centred approach.
- Facilitating a 'safe space' for dialogue; and
- Equipping our students with the appropriate skills, knowledge, understanding and awareness for resilience.

Therefore, this approach will be embedded within the ethos of our Academy so that students know and understand what safe and acceptable behaviour is in the context of extremism and radicalisation. This will work in conjunction with our Academy's approach to the Spiritual, Moral, Social and Cultural development of students and will include the sound use of assemblies to help further promote this rounded development of our students.



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 a curriculum that includes:

- PSHCE programmes.
- Open discussion and debate.
- Work on anti-violence, including a restorative justice approach addressed throughout curriculum and the Behaviour for Learning Policy.
- Focused educational programmes around these themes.

We will also work with local partners, families and communities in our efforts to ensure our Academy understands and embraces our local context and values in challenging extremist views and to assist in the broadening of our students' experiences and horizons.

We will help support students who may be vulnerable to such influences as part of our wider safeguarding responsibilities and where we believe a student is being directly affected by extremist materials or influences we will ensure that that student is offered mentoring. Additionally, in such instances our Academy will seek external support from the Local Authority and/or local partnership structures working to prevent extremism.

At Bolder Academy we build students' resilience to radicalisation by promoting 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 students 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 students safe and prepare them for life in modern multi-cultural Britain and globally.

## **6. Use of External Agencies and Speakers**

At Bolder Academy we encourage the use of external agencies or speakers to enrich the experiences of our students, however we will positively vet those external agencies, individuals or speakers who we engage to provide such learning opportunities or experiences for our students.

These external agencies will be vetted, this is detailed in the Visiting Speakers Policy.

We must be aware that in some instances the work of external agencies may not directly be connected with the rest of the Academy curriculum, so we need to ensure that this work is of benefit to students.

We recognise, however, that the ethos of our Academy is to encourage students 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. We may use external agencies or speakers to facilitate and support this.

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

## **7. Whistle Blowing**

Where there are concerns of extremism or radicalisation Students, staff and governors will be encouraged to make use of our internal systems to Whistleblow or raise any issue in confidence.

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

## **8. Safeguarding**

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

Staff at Bolder 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).

Therefore, all adults working in Bolder 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 to the Designated Safeguarding Lead or a deputy, including the Headteacher.

In Bolder Academy our Safeguarding reporting arrangements are set out fully in our Safeguarding and Child Protection Policy and are summarised here, as follows:

- Fill in the 'Record of concern' form and return to the Designated Safeguarding Lead.

## **7. Single Point of Contact**

The single point of contact at Bolder Academy for issues around the Prevent duty is **Adam Walthaus** (Deputy Head and DSL). They have overall responsibility for:

- Ensuring that staff of the school are aware and work together to protect students from radicalisation and involvement in terrorism;
- Maintaining and applying a good understanding of the relevant guidance in relation to preventing students from becoming involved in terrorism, and protecting them from radicalisation by those who support terrorism, or forms of extremism, which lead to terrorism;
- Monitoring the effect in practice of the school's PSHE policy implementation and Assembly themes to ensure that they are used to promote community cohesion and tolerance of different faiths and beliefs;
- Raising awareness within the school about the safeguarding processes relating to protecting students from radicalisation and involvement in terrorism;
- Acting as the first point of contact within the school for case discussions relating to students who may be at risk of radicalisation or involved in terrorism;
- Attending Channel meetings as necessary, or ensuring that the school is represented, and carrying out any actions as agreed;
- Sharing any relevant additional information in a timely manner with appropriate personnel and/or local agencies

### **In the absence of the DSL, the Deputy Designated Safeguarding Leads are:**

- Heidi Swidenbank (Head)
- Adam Bones (Deputy Head)
- Frances Gibney (Assistant Head)
- Ricardo Ackie (Year 7 Pastoral Manager)
- Debra Knights (Year 8 Pastoral Manager)
- Mariana Hernandez (Year 9 Pastoral Manager)

## **8. Role of Governing Board**

The Governing Board of Bolder 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 Board will support the ethos and values of the Academy and will support it in tackling extremism and radicalisation.

In line with the provisions set out in the most recent version of DfE guidance 'Keeping Children Safe in Education' the Governing Board will challenge the senior leadership team on the delivery of this policy and monitor its effectiveness.

**The Safeguarding Governor is:** Andrew Dodge, Chair of Governors

## **9. Monitoring**

Completion of PREVENT training will be logged by the Academy and a copy sent to the Home Office.

A summary of this will also shared with Governors.

# Appendix 1: 'Key Ingredients' for successful teaching in the context of 'push' and 'pull' factors.

<p><b>PUSH FACTORS</b> – factors that push an individual/ make an individual vulnerable to extremist messages</p> <p>Lack of excitement; frustration</p> <p>Lack of sense of achievement – seen as significant. 'Lack of purpose' // Confidence in the future, life goals.</p> <p>Lack of an outlet for views.</p> <p>Gaps in knowledge or understanding of Islam – both young people and their parents</p> <p>Sense of injustice</p> <p>Actual or perceived humiliating experiences. (including bullying, racial discrimination as well as perceived humiliating experiences. Perhaps linked closely to sense of injustice)</p> <p><i>Exclusion – lack of belonging to peer or community networks, associations etc.</i></p> <p><b>Below the line: factors that are out of scope of this study</b></p> <p>Disruptive home life.</p> <p>Disaffection with wider societal issues</p> 	<p><b>KEY INGREDIENTS</b></p> <p><b>Teacher confidence</b> in many cases it will be the use of existing teaching skills and methods which may well be the most effective approach. From prison settings, staff who are more confident in their abilities tend to perform much better even though they have not received specialist training</p> <p><b>Teacher attitudes and behaviours</b></p> <ul style="list-style-type: none"> <li>Willingness to admit you don't know</li> <li>Acknowledging controversial issues exist</li> <li>Awareness that I have a role to play</li> <li>Willingness to turn to others for help when you don't know about something</li> </ul> <p><b>Specific knowledge:</b></p> <ul style="list-style-type: none"> <li>Understanding other cultures and religions as well as alternative values and beliefs (whilst being careful to avoid 'othering')</li> <li>Knowledge of an alternative values framework</li> </ul> <p><b>Teaching practice/pedagogy:</b></p> <ul style="list-style-type: none"> <li>Boosting critical thinking (seeing through propaganda, singular messages etc)</li> <li>Helping to see multiple perspectives</li> <li>Using multiple resources/methods</li> <li>Embedding or sustaining dialogue following specialist interventions.</li> <li>Enabling students to tackle difficult issues.</li> <li>Linking school work to the wider community</li> <li>Drawing evidence from across the curriculum</li> <li>Developing in young people a sense of multiple identities; help young people become aware of, and comfortable with, multiple personal identity</li> </ul> <p>Other factors</p> <ul style="list-style-type: none"> <li>Support from senior leaders</li> <li>Pupil support processes</li> </ul> 	<p><b>PULL FACTORS</b> - Factors that draw young people into extremist messages</p> <p>Charismatic/confident individuals (recruiters).</p> <p>Networks/sense of belonging</p> <p>Broader community views which enable or do not oppose extremism.</p> <p>Persuasive, clear messages. Exploiting knowledge gaps</p> <p>Sense of dignity and importance and loyalty</p> <p>Exciting (non-teaching) activities.</p> <p>Sense of purpose in life</p>
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