



NORTHAMPTON PRIMARY
ACADEMY TRUST PARTNERSHIP

Prevention of Extremism and Radicalisation Policy

Date approved by the NPAT Board of Trustees:	Dec 22
Chair of Trustees Signature:	Jeremy Stockdale
Renewal Date:	Dec 24

Introduction

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.

Northampton Primary Academy Trust (NPAT) values freedom of speech and the expression of beliefs/ideology as fundamental rights underpinning our society's values. Both students 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.

NPAT is committed to providing a secure environment for pupils, where children feel safe and are kept safe. All adults at the school 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.

This Preventing Extremism and Radicalisation Policy is one element within our overall Trust 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. Our Trust's Preventing Extremism and Radicalisation Policy also draws upon the guidance produced by the Northamptonshire Local Safeguarding Children Partnership; DfE Guidance "Keeping Children Safe in Education, 2020" and HM government document "Prevent strategy: A guide for local partners in England".

1. Trust Ethos and Practice

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'.

There is no place for extremist views of any kind in our Trust, whether from internal sources; pupils, staff or governors or external sources; school community, external agencies or individuals. Our pupils see our schools 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.

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.

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, our schools 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 marginalized.

2. Promoting British Values

Northampton Primary Academy Trust is committed to serving its community. The Trust recognises the multi-cultural, multi faith and ever-changing nature of the United Kingdom. We also understand the vital role it has in ensuring that groups or individuals within our schools are not subjected to intimidation or radicalisation by those wishing to unduly, or illegally, influence them.

The Trust follows equal opportunities guidance, which guarantees that there will be no discrimination against any individual or group, regardless of faith, ethnicity, gender, sexuality, political or financial status, or similar. Our schools are dedicated to preparing students for their adult life beyond the formal examined curriculum and ensuring that it promotes and reinforces British Values to all its students.

The Government emphasises that schools are required to ensure that key 'British Values' are taught in all UK schools. The government set out its definition of British Values in the 2011 Prevent Strategy.

The five British Values are:

- Democracy
- The rule of law
- Individual liberty
- Mutual respect
- Tolerance of those of different faiths and beliefs

Within the Trust, we ensure that British Values are approached within the context of our Personal, Social, Health and Economic education.

3. Recognising the indicators of vulnerability to radicalisation

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.

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.

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.

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.

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 for pupils and the Code of Conduct for staff.

We will ensure that all of our staff are equipped to recognise extremism and are skilled and confident enough to challenge it. All staff will receive training to raise awareness of PREVENT and radicalisation and extremism will be an integral part of annual staff safeguarding training.

Our school is required to identify a Prevent Leader who will be the lead within the organisation for safeguarding in relation to protecting individuals from radicalisation and involvement in terrorism.

The Prevent Leader for our school is _____

When any member of staff has concerns that a pupil may be at risk of radicalisation or involvement in terrorism, they should speak with the SPOC. We will help support pupils 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 the pupil is offered assistance. Additionally, in such instances our schools will seek external support from the Local Authority and/or local partnership structures working to prevent extremism.

Our schools will closely follow the locally agreed procedure as set out by the Northampton Safeguarding Children Partnership for safeguarding individuals vulnerable to extremism and radicalisation.

4. 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 schools this will be achieved by good teaching, primarily via Citizenship and PSHE sessions; 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. These approaches include building a sense of ownership; creating a safe space for dialogue between staff and pupils; building resilience in pupils; improving pupil skills for collaborative work; improving pupils' ability to interact with each other.

We will ensure that all of our teaching approaches help our pupils build resilience to extremism and give pupils a positive sense of identity through the development of critical thinking skills. The school 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 pupils to respect one another and to respect and tolerate difference. It is indeed our most fundamental responsibility to keep our pupils safe and prepare them for life in modern multi-cultural Britain and globally.

We will also work with local partners, families and communities in our efforts to challenge extremist views and to assist in the broadening of our pupil's experiences and horizons.

5. Use of External Agencies and Speakers

The school encourages the use of external agencies or speakers to enrich the experiences of our 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. This includes checking the DBS of all external providers, viewing material that will be used beforehand and conducting a social media check on such agencies or individuals.

Our schools will assess the suitability and effectiveness of input from external agencies or individuals to ensure that:

- Any messages communicated to pupils are consistent with the ethos of the Trust and do not marginalise any communities, groups or individuals
- Any messages do not seek to glorify criminal activity or violent extremism or seek to radicalise pupils 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 pupils
- Activities are carefully evaluated by the school to ensure that they are effective

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

6. 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 the separate NPAT Whistleblowing Policy.

7. Recruitment

The arrangements for recruiting all staff, permanent and volunteers, to our school will follow government guidance on safer recruitment best practice in education settings, including, but not limited to, ensuring that DBS checks are always made at the appropriate level, that references are

received and checked and that we complete and maintain a Single Central Record of such vetting checks.

We will apply safer recruitment best practice principles and sound employment practice in general and in doing so will deny opportunities for inappropriate recruitment or advancement. We will be alert to the possibility that persons may seek to gain positions within our schools so as to unduly influence our schools' character and ethos. We are aware that such persons seek to limit the opportunities for our pupils thereby rendering them vulnerable to extremist views and radicalisation as a consequence.

Therefore, by adhering to safer recruitment best practice techniques and by ensuring that there is an ongoing culture of vigilance within our school and staff team we will minimise the opportunities for extremist views to prevail.

Please refer to the separate NPAT Safer Recruitment Policy.

8. Role of Governing Body

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

In line with the provisions set out in the DfE guidance 'Keeping Children Safe in Education, 2014' the governing body will challenge the school's senior management team on the delivery of this policy and monitor its effectiveness.

Governors will review this policy regularly prior to the start of a new academic year (on an annual basis) but may amend and adopt any amendments outside of this timeframe in accordance with any new legislation or guidance.

9. Policy Adoption, Monitoring and Review

This Policy was considered and adopted by the Governing Body in line with their overall duty to safeguard and promote the welfare of children as set out in the DfE guidance 'Keeping Children Safe in Education'.

Parents/carers will be issued with a hard copy of this Policy on request. This Policy will also be made available to parents/carers via the school's website.

10. Links with other policies:

- NPAT Whistleblowing Policy
- NPAT Acceptable Use Policy
- NPAT Equality & Diversity Policy
- NPAT Safer Recruitment Policy
- (Insert name) School Behaviour and Anti-bullying Policies

Prevent duty risk assessment template (adapted from The Key)

The aim of the Prevent strategy is to reduce the threat to the UK from terrorism by stopping people being drawn into terrorism.

We are required to take a risk-based approach to the Prevent duty, under paragraph 14 of the Home Office's [statutory guidance](#).

This document demonstrates our awareness of the specific risks of extremism and radicalisation in our school and our area.

Extremism is defined 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. Extremism isn't exclusive to any section of society and can take many forms.

Radicalisation is defined as the process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups.

Leadership

HAZARD	WHO IS AT RISK?	ACTIONS IN PLACE	OWNER	RISK LEVEL	ADDITIONAL NOTES / NEXT STEPS
<p>The values and ethos of the school are unsuitable for promoting resilience against extremist ideologies and promoting British values</p>	<p>Pupils, staff and governors</p>	<p>The school values clearly set out our commitment to British values.</p> <p>For example:</p> <ul style="list-style-type: none"> • Values are displayed on the home page of our website • Values include a commitment to tolerance, diversity and mutual respect 			
<p>Leaders are unaware of their responsibilities under the Prevent duty, and of the context of the school relating to the risk of extremism</p>	<p>Pupils and staff</p>	<p>School leaders are aware of their duty to prevent pupils being drawn into terrorism, and make sure all staff know the same.</p> <p>School leaders stay up to date with local developments and risks.</p> <p>Include any specific steps taken, for example:</p> <ul style="list-style-type: none"> • The school is in regular communication with local police 			<p>Refresh the leadership team on the school's responsibilities under the Prevent duty.</p>
<p>Insert other hazards relevant to your school (add more rows as necessary)</p>					

Training and capability

HAZARD	WHO IS AT RISK?	ACTIONS IN PLACE	PERSON RESPONSIBLE	RISK LEVEL	ADDITIONAL NOTES / NEXT STEPS
School staff are unaware of their responsibilities under the Prevent duty, and the need to promote British values	Pupils and staff	<p>All staff have read our child protection policy and at least part 1 of Keeping Children Safe in Education.</p> <p>All staff have Prevent training [include details].</p> <p>Staff members are aware that they can go to [insert role, e.g. the DSL or Prevent lead] for advice, support, and to escalate concerns.</p>			Update our child protection policy annually.
Governors cannot carry out their role to monitor the school's Prevent strategy effectively	Pupils and staff	<p>All governors have read our child protection policy and Keeping Children Safe in Education.</p> <p>We have a dedicated link governor/committee that oversees our compliance with the Prevent duty.</p> <p>Include details of training and responsibilities</p>			
Staff do not support the school's values and ethos, or they support and promote extremist ideas	Pupils and staff	<p>The staff recruitment process reflects the school's values and promotes good safeguarding practice.</p> <p>Include specific steps taken, for example:</p> <ul style="list-style-type: none"> • School values and commitment to safeguarding are included in job advertisements • Safer recruitment procedures are followed [provide examples] 			Review our safer recruitment procedures .

HAZARD	WHO IS AT RISK?	ACTIONS IN PLACE	PERSON RESPONSIBLE	RISK LEVEL	ADDITIONAL NOTES / NEXT STEPS
Insert other hazards relevant to your school (add more rows as necessary)					

Working in partnership

HAZARD	WHO IS AT RISK?	ACTIONS IN PLACE	PERSON RESPONSIBLE	RISK LEVEL	ADDITIONAL NOTES / NEXT STEPS
Staff do not feel comfortable or capable working with external agencies and sharing concerns about extremism externally	Pupils and staff	We work and communicate with local safeguarding partners and other relevant agencies regarding concerns about extremism. The DSL/Prevent lead is aware of the process to contact other agencies and expedite concerns about extremism. Records of referrals are kept, and referrals are followed up appropriately. Include details of referrals and record-keeping process.			
Insert other hazards relevant to your school (add more rows as necessary)					

Speakers and events

HAZARD	WHO IS AT RISK?	ACTIONS IN PLACE	PERSON RESPONSIBLE	RISK LEVEL	ADDITIONAL NOTES / NEXT STEPS
Pupils are exposed to extremist ideologies by visiting speakers	Pupils	<p>Details of your procedures for visiting speakers, for example:</p> <ul style="list-style-type: none"> The materials that visiting speakers deliver are discussed and approved prior to their visit Visitors are never left alone with pupils 			
The school site is used to host events which support extremist ideologies or promote hatred	Pupils and staff	All hiring and lettings agreements state that the school site will not be hired to groups who support extremist ideologies or promote hatred			
Insert other hazards relevant to your school (add more rows as necessary)					

School curriculum and culture

HAZARD	WHO IS AT RISK?	ACTIONS IN PLACE	PERSON RESPONSIBLE	RISK LEVEL	ADDITIONAL NOTES / NEXT STEPS
The curriculum teaches damaging material or fails to challenge extremist ideologies and promote British values	Pupils	<p>Opportunities to promote British values are clearly identified within all curriculum areas.</p> <p>Use of PSHE or RSE lessons for sensitive and supportive discussions on radical issues and extreme ideologies.</p>			Review our current practices for promoting British values and consider where we could do more to embed these values into our curriculum.
A culture of inequality or abuse is allowed to grow, enabling extremist ideology and hate to develop	Pupils, staff, governors and parents	<p>Our behaviour policy clearly sets out that hateful behaviour is not tolerated.</p> <p>Staff know how to respond to witnessing harassment and abusive behaviour.</p> <p>Pupils are encouraged to challenge harassment or abusive behaviour among their peers.</p>			
British values are not promoted outside of the classroom	Pupils and staff	<p>Details of the steps you take to promote British values around the school, for example:</p> <ul style="list-style-type: none"> • Pupils participate in democracy through school council and student leadership elections • Assemblies promoting diversity, human rights, and respect • Celebrations from multiple religions and cultures are celebrated around the school 			

HAZARD	WHO IS AT RISK?	ACTIONS IN PLACE	PERSON RESPONSIBLE	RISK LEVEL	ADDITIONAL NOTES / NEXT STEPS
Insert other hazards relevant to your school (add more rows as necessary)					

IT and internet safety

HAZARD	WHO IS AT RISK?	ACTIONS IN PLACE	PERSON RESPONSIBLE	RISK LEVEL	ADDITIONAL NOTES / NEXT STEPS
Pupils use the school network or school hardware to access extremist material	Pupils	<p>Our online safety/IT/child protection policy makes reference to the risks of online extremist material.</p> <p>Pupils are encouraged to report any material they come across online which makes them worried or uncomfortable.</p> <p>IT safety and monitoring systems, for example:</p> <ul style="list-style-type: none"> • The school IT network has appropriate filters to block sites deemed inappropriate or unsafe • School email accounts are monitored by IT staff 			Review our online safety policy annually.
Pupils access extremist material on their own devices or on social media, or are specifically targeted for online radicalisation	Pupils	<p>The ICT curriculum includes teaching pupils how to stay safe online.</p> <p>Parents are provided with support on how to help their children access the internet safely and spot the signs of online radicalisation.</p>			Share online safety factsheets with parents to help them support their children
Insert other hazards relevant to your school (add more rows as necessary)					

School security

HAZARD	WHO IS AT RISK?	ACTIONS IN PLACE	PERSON RESPONSIBLE	RISK LEVEL	ADDITIONAL NOTES / NEXT STEPS
Non-approved visitors access the school site to spread extremist ideology	Pupils and staff	<p>Details of your visitor procedures, for example:</p> <ul style="list-style-type: none"> All visitors to the school must be signed in at reception and wear ID badges Visitors are to be accompanied around the school site by a member of staff at all times 			Review our visitor safeguarding protocols .
Insert other hazards relevant to your school (add more rows as necessary)					

HEADTEACHER	
[Signature]	[Date]

DSL/PREVENT LEAD	
[Signature]	[Date]

DATE OF NEXT REVIEW:	[Date]
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