



'Christ at the centre, children at the heart'

Our Lady of Walsingham Catholic Multi-Academy Trust will deliver outstanding educational, spiritual and moral outcomes for all children regardless of their faith or backgrounds within an ethos based on full inclusion, high expectations, innovation, outstanding teaching and learning, and a relentless focus on the needs and potential of every child. Our vision is that every Academy within the Trust has a reputation for excellence in their local communities and beyond.

Our Lady of Walsingham Catholic MAT

Company No: 08444133

Registered Office: Fordham Road, Newmarket, Suffolk, CB8 7AA

PREVENT -

Preventing Extremism & Radicalisation Policy

OLW CMAT (THE MAT) Policy for the Prevention of Extremism and Radicalisation

Background

The Counter-Terrorism and Security Act, which received Royal Assent on 12 February 2015, places a duty on specified authorities, including MATs, schools and colleges, to have due regard to the need to prevent people from being drawn into terrorism (***“the Prevent duty”***). The Prevent duty reinforces existing duties placed upon educational establishments for keeping children safe by:

- Ensuring a broad and balanced curriculum is in place to promote the spiritual, moral, social and cultural development of pupils.
- Assessing the risk of pupils being drawn into extremist views.
- Ensuring safeguarding arrangements by working in partnership with local authorities, police and communities.
- Training staff to provide them with the knowledge and ability to identify pupils who may be vulnerable to radicalisation.
- Keeping pupils safe online by using effective filtering and usage policies.

Policy Consultation & Review

This policy is available on our MAT website and in hardcopy from each school office on request. This policy is modelled on the Suffolk County Council Model School Policy.

The policy is provided to all staff and should be read in conjunction with the following policies:

- Safeguarding & Child Protection Policy
- All Equality Policies
- Anti-Bullying Policy
- Acceptable Use Policy including E-Safety Policy
- Staff Code of Conduct
- Whistle-blowing Policy
- Attendance Policy

This policy will be reviewed in full by the Directors on a bi-annual basis and by Local Governing Bodies as part of the review of their Safeguarding & Child Protection Policies.

PURPOSE & AIMS

At the MAT , every person is a valued member of our community and we are invited to follow Christ's call to a life of Hope, Joy, Love, and Forgiveness. The MAT is fully committed to safeguarding and promoting the welfare of all its pupils in every school. We recognise that safeguarding against radicalisation and extremism is no different to safeguarding against any other vulnerability in today's society.

Our MAT and each school fully recognises the contribution it can make to promoting the welfare of children and protecting them from harm. This policy sets out our strategies and procedures to protect vulnerable pupils from being radicalised or exposed to extremist views. The elements of our policy are prevention, protection and support.

At the MAT, we will ensure that:

- All staff, volunteers and governors, have an understanding of what radicalisation and extremism is and why we need to be vigilant in school.
- Through training, staff, volunteers, Directors and governors will know what the MAT policy is on tackling extremism and radicalisation and how to respond when concerns arise.
- Through our curriculum, we will promote the spiritual, moral, social and cultural development of pupils.
- Parents/carers and pupils will know that each school has policies in place to keep pupils safe from harm and that the school regularly reviews these systems to ensure they are appropriate and effective.

This policy applies to all pupils, staff, parents, directors, governors, volunteers and visitors.

A glossary of related terms and indicators of vulnerability to extremism can be found in Appendices 1 & 2 of this policy.

ROLES AND RESPONSIBILITIES

It is the responsibility of *every* member of staff, volunteer and regular visitor to each school to ensure that they carry out the requirements of this policy and, at all times, work in a way that will safeguard and promote the welfare of all of the pupils at this school.

The Directors of the MAT are accountable for ensuring the effectiveness of this policy and our compliance with it. The implementation of the policy is delegated to each Local Governing Body who will ensure that:

- This policy is reviewed, with comments passed back to the Directors, annually alongside the Safeguarding & Child Protection Policy.
- All staff undertake appropriate training that equips them with the skills to identify and respond appropriately to concerns regarding extremism and radicalisation.
- The Headteacher and Designated Safeguarding Lead (in some schools the Headteacher will also be the DSL) will assess the risk of pupils being drawn into extremist views. The risk assessment may include consideration of the school's curriculum, the use of school premises by external agencies and any other local issues relating to the school community.
- A broad curriculum is in place to deliver the spiritual, moral, social and cultural development of pupils.
- Appropriate safeguarding arrangements are in place by working in partnership with other agencies and communities as required.
- There are systems in place for keeping pupils safe from extremist material when accessing the internet in our school by using effective filtering and usage policies.

The Designated Safeguarding Lead (DSL) will carry out their role in accordance with the responsibilities outlined in Annex B of *'Keeping Children Safe in Education'*. See Appendix 4 at end of this document. As part of this responsibility, the DSL will act as the point of contact within the school for any concerns relating to radicalisation and extremism.

The DSL within each school in the MAT will make referrals in accordance with the relevant LA arrangements (E.G. the use of a Suffolk VTR referral) and will represent the school at Channel meetings as required.

The DSL is responsible for ensuring that all staff members and volunteers are aware of our policy and the procedures they need to follow. They will ensure that all staff have received appropriate training.

The Designated Safeguarding Lead DSL will lead a team of Designated Safeguarding Officers to an agreed schedule and system of work to achieve the above

e.g. 'including committing resources and, where appropriate, supporting and directing other staff' as outlined in Annex B *Keeping Children Safe in Education* July 2015.

TRAINING

Through training, we will ensure that all our staff are made fully aware of the threats, risks and vulnerabilities that are linked to radicalisation. Staff will be able to identify children at risk of being drawn into extremism and develop the confidence to challenge extremist ideas. All staff will understand how we can provide support to ensure that our pupils are resilient and supported to resist involvement in radical or extreme activities.

Our Directors and LGBs will also undertake appropriate training to ensure they are able to carry out their duty to safeguard all of the children at our school.

THE ROLE OF THE CURRICULUM

At the MAT we will provide pupils with a broad and balanced curriculum and promote the spiritual, moral, social and cultural (SMSC) development of our pupils. Pupils will be encouraged to regard people of all faiths, races and cultures with respect and tolerance.

Through our curriculum we will aim to:

- enable students to develop their self-knowledge, self-esteem and self-confidence;
- enable students to distinguish right from wrong and to respect the civil and criminal law of England;
- encourage students 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 school and to society more widely;
- enable students 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 students to acquire an appreciation of and respect for their own and other cultures;
- encourage respect for other people; and
- 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 England.

We will achieve this by using a curriculum that includes specific PSHE provision in all Years. There is mandatory RE in the Primary Schools and GCSE RE and 6th Form General RE in the High School, which alongside a weekly set of assemblies in all schools, focus on the values of inclusion, mutual respect and tolerance - bedrocks of each school and the MAT's ethos.

VISITORS AND THE USE OF SCHOOL PREMISES

At the MAT we recognise the role that external agencies and speakers can play in enhancing the learning experiences of our pupils. Where we use external agencies and individuals in this way, we will positively vet them to ensure that their messages are consistent with, and not in opposition to, the MAT or school's values and ethos.

Each school 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 MAT and school 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 schools to ensure that they are effective.

Any guest speakers or external agencies will be provided with a copy of the safeguarding procedures on arrival at the school and will be appropriately supervised at all times.

When an agreement is made to allow non-school groups or organisations to use any school premises, appropriate checks will be made before agreeing the contract. Usage will be monitored and in the event of any behaviour not in-keeping with the Tackling Extremism and Radicalisation Policy, the school will contact the police and Directors and will terminate the arrangement.

PROCEDURES FOR MANAGING CONCERNS

The MAT adheres to the procedures that have been agreed locally through either the Norfolk & Suffolk Children's Safeguarding Board for safeguarding individuals vulnerable to extremism and radicalisation.

Please also refer to each school's **Safeguarding & Child Protection Policy** for further information about our wider safeguarding responsibilities.

We recognise that staff in our MAT and at our schools play a particularly important role as they are in a position to identify concerns early and provide help for children to prevent concerns from escalating. **All staff are advised to maintain an attitude of 'it could happen here' where safeguarding is concerned and this includes vulnerability to radicalisation.**

At all times we will work in partnership and endeavour to establish effective working relationships with parents, carers and colleagues from other agencies in line with Working Together to Safeguard Children (2015).

The Designated Safeguarding Lead (DSL), or the Designated Safeguarding Officers, should be used as a first point of contact for any safeguarding concerns in each school. Any member of staff or visitor to the school who receives a disclosure of or suspects that a child is at risk of radicalisation must report it immediately to the DSL or, if unavailable, to the **alternate designated person**. In the absence of either of the above, the matter should be brought to the attention of the most senior member of staff. **THIS IS DONE USING THE RELEVANT SAFEGUARDING FORM IN EACH SCHOOL.**

Following receipt of any information raising concern about vulnerability to radicalisation, the DSL will consider what action to take and will follow the Norfolk or Suffolk Channel procedures by making a referral via the MASH as required. All information and actions taken, including the reasons for any decisions made, will be fully documented.

All Norfolk Channel referrals will be made using the VTR Referral Form that can be found at Appendix 3. Suffolk Channel Referrals should refer to the Quick Guide at Appendix 5.

If an allegation is made or information is received about an adult who works in our setting which indicates that they may be unsuitable to work with children because of concerns relating to extremism and radicalisation, the member of staff receiving the information should inform the Headteacher, Directors or Chair of Local Governors immediately in line with the procedures outlined in the school's Safeguarding Policy and the MAT Whistle-blowing Policy.

RELATED POLICIES

To underpin the values and ethos of our MAT & schools and our intent to ensure that pupils at each of our schools are appropriately safeguarded, the following policies should be read in conjunction with this policy:

- Safeguarding incorporating Child Protection Policy
- Staff Code of Conduct
- Whistle-Blowing policy
- Acceptable Use Policy including E-Safety policy
- Anti-Bullying policy
- Attendance policy
- Behaviour For Learning policy
- Disclosure and Barring Service (DBS) procedures
- Safer Recruitment policy
- Supporting Children with Medical Needs policy
- Special Educational Needs (SEN) policy
- Drugs & Substance Abuse
- Health & Safety (including site security)
- Visitor & Volunteers
- Use of School Premises/Lettings

The Central Policy Timeline of renewals is available from the Company Secretary.

STATUTORY FRAMEWORK

This policy has been devised in accordance with the following legislation and local and national guidance:

- Norfolk Channel Procedures
- Suffolk Channel Procedures
- The Counter-Terrorism & Security Act 2015
- ‘Prevent Duty Guidance: for England & Wales’, HM Government (2015)
- ‘[The Prevent duty: Departmental advice for schools and childcare providers](#)’, DfE (2015)
- ‘[Promoting fundamental British values as part of SMSC in schools:](#)
- [Departmental advice for maintained schools](#)’, DfE (2014)
- ‘[Keeping Children Safe in Education](#)’, DfE (2015)
- ‘[Working Together to Safeguard Children: A guide to inter-agency working to safeguard and promote the welfare of children](#)’, DfE (2015)
- ‘[Information Sharing: Advice for practitioners](#)’, DfE (March 2015)

Further Guidance:

A website providing support and advice to combat radicalisation has been launched by the Eastern Region Counter Terrorism Intelligence Unit (CTIU) Prevent Team.

The Let’s Talk About It website provides information enabling people to learn more about the Government's Prevent strategy with an aim to safeguard those who may be vulnerable to radicalisation. There is a range of supportive material on the website which also provides links to partner agencies to help people spot the signs of radicalisation at an early stage and provide communities with advice as to what to do. <http://ltai.info>

Appendix 1: Glossary of Terms¹

‘Extremism’ is defined in the 2011 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.

‘Non-violent extremism’ is extremism, as defined above, which is not accompanied by violence.

‘Prevention’ in the context of the Prevent duty means reducing or eliminating the *risk of individuals* becoming involved in terrorism. Prevent includes but is not confined to the identification and referral of those at risk of being drawn into terrorism into appropriate interventions. These interventions aim to divert vulnerable people from radicalisation.

‘Radicalisation’ refers to the process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups.

The current UK definition of **‘terrorism’** is given in the Terrorism Act 2000 (TACT 2000). In summary this defines terrorism as an action that endangers or causes serious violence to a person/people; causes serious damage to property; or seriously interferes or disrupts an electronic system. The use or threat must be designed to influence the government or to intimidate the public and is made for the purpose of advancing a political, religious or ideological cause.

‘Terrorist-related offences’ are those (such as murder) which are not offences in terrorist legislation, but which are judged to be committed in relation to terrorism.

‘Vulnerability’ describes the condition of being capable of being injured; difficult to defend; open to moral or ideological attack. Within Prevent, the word describes factors and characteristics associated with *being susceptible to radicalisation*.

¹ Taken from Prevent Duty Guidance: England & Wales, HM Government 2015

Appendix 2: Warning Signs/Indicators of Concern

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 vital that school staff can recognise those vulnerabilities. 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.

Factors which may make pupils more vulnerable may 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; 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 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 pupil may have perceptions of injustice; a feeling of failure; rejection of civic life.
- **Experiences of Criminality:** involvement with criminal groups, imprisonment, poor resettlement or reintegration.
- **Special Educational Need:** pupils may experience difficulties with social interaction, empathy with others, understanding the consequences of their actions and awareness of the motivations of others.

Pupils who are vulnerable to radicalisation may also be experiencing:

- Substance and alcohol misuse
- Peer pressure
- Influence from older people or via the Internet
- Bullying
- Domestic violence
- Race/hate crime

Behaviours which may indicate a child is at risk of being radicalised or exposed to extremist views could include:

- * Being in contact with extremist recruiters and/or spending increasing time in the company of other suspected extremists;
- * Loss of interest in other friends and activities not associated with the extremist ideology, group or cause;
- * Pupils accessing extremist material online, including through social networking sites;
- * Possessing or accessing materials or symbols associated with an extremist cause;
- * Using extremist narratives and a global ideology to explain personal disadvantage;
- * Pupils voicing opinions drawn from extremist ideologies and narratives, this may include justifying the use of violence to solve societal issues;
- * Graffiti symbols, writing or art work promoting extremist messages or images;
- * Significant changes to appearance and/or behaviour increasingly centred on an extremist ideology, group or cause;
- * Changing their style of dress or personal appearance to accord with the group;
- * Attempts to recruit others to the group/cause;
- * Using insulting to derogatory names for another group;
- * Increase in prejudice-related incidents committed by that person – these may include:
 - * physical or verbal assault
 - * provocative behaviour
 - * damage to property
 - * derogatory name calling
 - * possession of prejudice-related materials
 - * prejudice related ridicule or name calling
 - * inappropriate forms of address
 - * refusal to co-operate
 - * attempts to recruit to prejudice-related organisations
 - * condoning or supporting violence towards others.
- * Parental reports of changes in behaviour, friendship or actions and requests for assistance;
- * Partner schools, local authority services, and police reports of issues affecting pupils in other schools.

Annex B: Role of the designated safeguarding lead

Governing bodies and proprietors should ensure that the school or college designates an appropriate senior member of staff to take lead responsibility for child protection. This person should have the status and authority within the school to carry out the duties of the post including committing resources and, where appropriate, supporting and directing other staff. The broad areas of responsibility for the designated safeguarding lead are:

Managing referrals

Refer all cases of suspected abuse to the local authority children's social care and:

The designated officer(s) for child protection concerns (all cases which concern a staff member),

Disclosure and Barring Service (cases where a person is dismissed or left due to risk/harm to a child); and/or

Police (cases where a crime may have been committed).

Liaise with the headteacher or principal to inform him or her of issues especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations.

Act as a source of support, advice and expertise to staff on matters of safety and safeguarding and when deciding whether to make a referral by liaising with relevant agencies.

Training

The designated safeguarding lead should receive appropriate training carried out every two years in order to:

Understand the assessment process for providing early help and intervention, for example through locally agreed common and shared assessment processes such as early help assessments.

Have a working knowledge of how local authorities conduct a child protection case conference and a child protection review conference and be able to attend and contribute to these effectively when required to do so.

Ensure each member of staff has access to and understands the school's or college's child protection policy and procedures, especially new and part time staff.

Be alert to the specific needs of children in need, those with special educational needs and young carers. [Section 17(10) Children Act 1989: those unlikely to achieve a reasonable standard of health and development without local authority services, those whose health and development is likely to be significantly impaired without the provision of such services, or disabled children.]

Be able to keep detailed, accurate, secure written records of concerns and referrals.

Obtain access to resources and attend any relevant or refresher training courses.

Encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, in any measures the school or college may put in place to protect them.

Raising Awareness

The designated safeguarding lead should ensure the school or college's policies are known and used appropriately:

Ensure the school or college's child protection policy is reviewed annually and the procedures and implementation are updated and reviewed regularly, and work with governing bodies or proprietors regarding this.

Ensure the child protection policy is available publicly and parents are aware of the fact that referrals about suspected abuse or neglect may be made and the role of the school or college in this.

Link with the local LSCB to make sure staff are aware of training opportunities and the latest local policies on safeguarding.

Where children leave the school or college ensure their child protection file is transferred to the new school or college as soon as possible. This should be transferred separately from the main pupil file, ensuring secure transit and confirmation of receipt should be obtained.

Vulnerable to Radicalisation (VTR) or Influenced by Extremism

This quick guide provides practitioners with guidance re concerns in relation to any child, young person or adult who may be at risk of being adversely influenced or radicalised by any extremist group or ideology. The full guidance document can be found at www.suffolkscb.org.uk

The purpose of the PREVENT Strategy is to stop people becoming terrorists or supporting violent extremism in all its forms. The strategy has three objectives, one of which is to prevent people from being drawn into extremism and ensure they are given appropriate advice and support.

Identification

Here are examples of indicators that *may* suggest vulnerability to violent extremism:

- ✓ **Expressed opinions** – such as support for violence and terrorism or the values of extremist organisations, airing of political or religious based grievances, unaccepting of other nationalities, religions or cultures.
- ✓ **Material** – possession of extremist literature; attempts to access extremist websites and associated password protected chat rooms; possession of material regarding weapons, explosives or military training
- ✓ **Behaviour and behavioural changes** – such as withdrawal from family and peers; hostility towards former associates and family; association with proscribed* organisations and those that hold extremist views

*under the Terrorism Act 2000 the Home Secretary has the power to proscribe – forbid by law – an organisation believed to be concerned in terrorism.

The below link gives details of each organisation proscribed by the UK government:

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/400902/P_roscription-20150123.pdf

- ✓ **Personal history** – Claims or evidence of involvement in organisations voicing violent extremist ideology and identifying with their cause.

Notice

A practitioner from any agency working with the child, young person or adult could be the person to notice that there has been a change in the individual's behaviour that may suggest they are vulnerable to violent extremism.

Check

The next step is for the practitioner to speak to colleagues and/or partners to better understand the concerns raised by the behaviours observed to decide whether intervention and support is needed. In many cases there will be an explanation for the behaviours that either requires no further action or a referral not related to radicalisation or extremism.

Share

Where the practitioner still has concerns that the individual may be vulnerable to violent extremism, a Vulnerable To Radicalisation (VTR) referral form is to be completed and sent to the MASH and relevant CYPs team if under 18.

The MASH will notify Special Branch to carry out deconfliction checks and an initial assessment of the VTR prior to any further information gathering on the individual.

Channel

Channel is a Multi-Agency Process, which provides support to those who may be vulnerable to being drawn into terrorism. Channel uses existing collaboration between partners to support individuals and protect them from being drawn into terrorism.

Examples of support provided could include mentoring, diversionary activities such as sport, signposting to mainstream services such as education, employment or housing. The Channel process can access the use of an

'intervention provider'. This is Home Office funded and uses those on an approved list to work with individuals around their individual ideologies.

The Channel Practitioner will:

- * Conduct an initial review of the information received to ensure the referral meets the necessary threshold
- * Contact partners through previously established Single Points of Contact to access further information
- * Where the individual is under 18 liaise with the local CAF co-ordinator, safeguarding manager or social care officer in Children and Young People's Services ▪ Undertake a continuous risk assessment process

Safeguarding children and Multi-Agency Public Protection Arrangements (MAPPA) In some cases it may not be appropriate for an individual to continue through the Channel process because they are involved in a different statutory mechanism such as 'MAPPA' or child protection

arrangements. Channel is not intended to replace those referral systems; in such cases ownership will rest with the relevant statutory support mechanism and the case may exit the Channel process or work alongside.

Channel Strategy Meeting

This meeting involves a wide range of partners such as housing and education and individual referrals which have been assessed as suitable for potentially suitable for Channel are considered with safeguarding that person the primary objective. It will be chaired by a County Safeguarding Manager with the lead for VTR from Suffolk County Council and supported by the Channel Practitioner.

If the consensus is that support is required, an appropriate support package will be set out in an action plan. At appropriate intervals the case will be reviewed. Once the risk has been successfully reduced or managed the panel will recommend that the case exits the process.

Contact Information

For urgent safeguarding concerns call Customer First 0808 800 4005