



Preventing Extremism and Radicalisation Policy

Responsible for policy:
Date of policy:
Date approved by CC3:
Date of review:
Policy Status:
Chair of Directors

CC3 Quality, Performance and Standards
September 2020
September 2020
September 2022
Safeguarding Compliance

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Definitions

In this **Preventing Extremism and Radicalisation** Policy, unless the context otherwise requires, the following expressions shall have the following meanings:

- i **'The Romero Catholic Academy'** means the Company named at the beginning of this **Preventing Extremism and Radicalisation Policy** and includes all sites upon which the Company is undertaking, from time to time, being carried out. The Romero Catholic Academy includes; **Corpus Christi, Good Shepherd, Sacred Heart, Blue Sky, SS Peter and Paul, St Gregory, St John Fisher, St Patrick, Cardinal Wiseman, Shared Services Team.**
- ii **'Romero Catholic Academy'** means the Company responsible for the management of the Academy and, for all purposes, means the employer of staff at the Company.
- iii **'Board'** means the board of Directors of the Romero Catholic Academy.
- iv **'Clerk'** means the Clerk to the Board or the Clerk to the Local Academy Committee of the Academy
- v **'Chair'** means the Chair of the Board of the Directors/ Local Academy Committee appointed
- vi **'Catholic Senior Executive Leader'** means the person responsible for performance of all Academies and Staff within the Multi Academy Company and is accountable to the Board of Directors.
- vii **'Diocesan Schools Commission'** means the education service provided by the diocese, which may also be known, or referred to, as the Birmingham Diocesan Education Service.
- viii **'Local Academy Committee'** means the governing body of the School.
- ix **'Academy Committee Representatives'** means the governors appointed and elected to the Local Academy Committee of the School, from time to time.
- x **'Principal'** means the substantive Principal, who is the person with overall responsibility for the day to day management of the school.
- xi **'School'** means the school or college within The Romero Catholic Academy and includes all sites upon which the school undertaking is, from time to time, being carried out.
- xii **'Shared Services Team'** means the staff who work in the central team across the Company (e.g. HR/ Finance)
- xiii **'Local Authority Designated Officer (LADO)'** means the officers working on behalf of Coventry City Council and the Coventry Safeguarding Children Partnership to address, advise and manage allegations and concerns against staff, carers and volunteers by addressing matters of safety and wellbeing of children and young people
- xiv **'Designated Safeguarding Lead (DSL)'** means the person appointed to take lead responsibility for child protection issues in school
- xv **'CONTEST'** The aim of CONTEST is to reduce the risk to the UK and its citizens and interests overseas from terrorism, so that people can go about their lives freely and with confidence. The link is [here](#).
- xvi **'Prevent'** CONTEST is split into four work streams that are known within the counter-terrorism community as the "four P's": **Prevent**, Pursue, Protect, and Prepare. Prevent: The purpose of **Prevent** is to stop people from becoming drawn into or supporting terrorism.
- xvii **'Prevent Strategy'** the Prevent strategy has three objectives:
 - Challenging* the ideology that supports terrorism and those who promote it,
 - Protecting* vulnerable people,
 - Supporting* sectors and institutions where there are risks of radicalisation
- xviii **'Radicalisation'** refers to the process by which a person comes to support terrorism and forms of extremism leading to terrorism. During that process it is possible to intervene to prevent vulnerable people being drawn into terrorist-related activity (DfE Prevent Guidance)
- xix **'Extremism'** 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. We also include in our definition of extremism calls for the death of members of our armed forces, whether in this country or overseas. Terrorist groups very often draw on extremist ideas developed by extremist organisations. (DfE)

1. Introduction

Prevent is about safeguarding people and communities from the threat of terrorism. Prevent is part of [CONTEST](#), the Government's counter-terrorism strategy. It aims to stop people becoming terrorists or supporting terrorism and violent extremism.

The [Prevent statutory duty](#), which came into force on 1 July 2015, has prompted a significant step forward in the delivery of Prevent work across all public sector organisations including education.

Prevent addresses all forms of extremism but continues to ensure resources and effort are allocated based on the greatest threat to our national security. At the heart of Prevent is safeguarding children and adults and providing early intervention to protect and divert people away from being drawn into terrorist activity.

The Romero Catholic Academy values freedom of speech and the expression of beliefs as fundamental rights underpinning our society's values. 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.

Within the Romero Catholic Academy we believe that every human being is created in God's image and likeness and therefore is valuable and worthy of respect. Human life at every stage of development, from conception to natural death, is precious and thus worthy of protection and respect ([Christ at the Centre](#)). It is therefore fundamental that our community is committed to providing a secure environment for pupils, where children and young people 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 school arrangements to safeguard and promote the welfare of all children in line with our statutory duties set out at S157 and S175 of the Education Act 2002.

Our school's Preventing Extremism and Radicalisation Policy also draws upon DfE Guidance "[Keeping Children Safe in Education, 2020](#)", HM government document "[Prevent strategy: guidance for local partners in England](#)" and the "[Counter Terrorism and Security Act 2015](#)".

The Counter-Terrorism and Security Act 2015 contains a duty on specified authorities, which includes all schools including academies, free schools, maintained schools and studio schools to have due regard to the need to prevent people from being drawn into terrorism. The legislation is measured through various inspection frameworks, with schools and Children Services measured through OFSTED.

- **Manjeet Pangli is the Prevent Coordinator for Coventry** and offers guidance on all aspects of the Prevent agenda across the city. Manjeet.Pangli@coventry.gov.uk / 07944 208499.
- **Support is also available from the Prevent Education Officers:**
 - Viv Brosnahan: viv.brosnahan@coventry.gov.uk / 07701 022994
 - Balbir Sohal: balbir.sohal@coventry.gov.uk / 07525 908786
- **The Department for Education** has set up a helpline for teachers who may have questions or concerns about extremism. Counter.extremism@education.gov.uk / 0207 340 7264

2. School Ethos and Practice

When operating this Policy, all eight schools 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’.

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

[Christ at the Centre](#) recognises that schools are to be found within nearly every society throughout the world, although they may have very different structures and modes of operation. The establishment of Catholic schools within these different societies and cultures with their similarities and differences is considered by the Church to be

“...a privileged means of promoting the formation of the whole person, since the school is the centre in which a specific concept of the world, of the human person, and of history is developed and conveyed.”

It is therefore through the formation process we also recognise the need to challenge where concerns, situations and presence of others gives rise to potential extremism and our ability to allow the formation of the whole person; we must enable all pupils to reach their God-given potential and to fulfil their vocation.

We believe that across the Romero Catholic Academy, we should create a safe and stimulating environment where everyone knows that they are valued as God’s children. Every person has the right to be treated with respect and each person has the responsibility to treat others in the same way. We believe that all pupils and students, regardless of their starting points, can achieve if they are taught well and are supported effectively. Our belief is underpinned by clear values that drive our moral compass across schools and this permeates our collective pursuit of excellence:

- **Respect** We respect and value those we work with and the contribution that they make.
- **Integrity** We act fairly, ethically and openly in all we do.
- **Service** We put our children at the centre of all that we do
- **Excellence** We use our energy, skills and resources to deliver the best, sustainable results.

As an Academy of schools, 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 and failing to uphold our values.

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, all eight 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. Indeed Christ at the Centre goes further to state:

“Ethnic and racial diversity is, and always has been, a feature of the Catholic Church’s transnational presence, identity and membership. In Catholic schools, this ethnic and racial diversity finds unity in a common religious faith and produces the shared core human values which contribute to authentic social cohesion. In a multi-faith society, shared core values which promote respect for the rights and dignity of every human person are essential for social cohesion”

3. The Counter Terrorism and Security Act July 2015

Section 26 of the Counter-Terrorism and Security Act 2015 places a duty on Schools in England and Wales to prevent people from being drawn into terrorism. The duty applies to all schools, including academies, free schools, maintained schools, studio schools and organisations covered by the Early Years Foundation Stage Framework. In addition the duty applies to all care homes. Statutory guidance was issued and came into force 1 July 2015.

Schools leaders (including governors) must:

- establish or use existing mechanisms for understanding the risk of extremism
- ensure staff understand the risk and build capabilities to deal with it
- communicate and promote the importance of the duty
- ensure staff implement the duty effectively

Other duties on schools include:

- effective partnership working with other local agencies, e.g. LSCB, police, health, etc.
- information sharing
- maintaining appropriate records
- assessing local risk of extremism (including Far Right extremism)
- demonstrating they are protecting children
- developing clear protocols for visiting speakers
- safeguarding policies that take account of LSCB policies and procedures training staff to give them knowledge and confidence
- ensuring there is robust ICT protocols that filter out extremist material
- school buildings must not be used to give a platform to extremists

Ofsted are responsible for monitoring how well schools are implementing this duty.

Some guidance and support on Ofsted inspections is available in the [Coventry Prevent Duty Toolkit](#).

4. 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, most individuals, even those who hold radical views, do not always 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 can recognise those vulnerabilities and know what measures are available to prevent people being drawn into terrorism and how to challenge the extremist ideology that may be associated with it. In addition, staff need to understand how to obtain support for those who may be being exploited by radicalising influences.

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, 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;
- Extremist narratives and a global ideology to explain personal disadvantage;
- 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 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 the schools TRCA Behaviour Policy for pupils and the TRCA Code of Conduct (staff and governance) /TRCA Behaviour and Positive Handling policy for staff.

These can be found: <https://romeromac.com/policies-procedures/>

**Concerned about someone?
Notice Check Share**

Having recognised the indicators or factors that may lead to individuals being vulnerable and displaying behaviours indicative of potential radicalisation, staff have been trained to remember these three key actions:



The staff will make a safeguarding referral through the Designated Safeguarding Lead at school which is also the Single Point of Contact.

Training:

We will ensure that all staff have training that gives them the knowledge and confidence to identify children at risk of being drawn into terrorism, and to challenge extremist ideas which can be used to legitimise terrorism and are shared by terrorist groups. They should know where and how to refer children and young people for further help. Prevent awareness training will be a key part of this. Radicalisation and extremism will be an integral part of annual staff safeguarding training. Training will be provided through:

- Staff meetings; virtual and in house, annually and through the terms
- Curriculum working parties across both Primary and Secondary to review our provision
- Curriculum reviews; quality assurance and deep dives to evaluate provision
- Governor meetings; both the half termly meetings as an agenda item as well as LAC briefing and specific training sessions
- Training on how to support Prevent agenda with our pupils (using the Prevent Toolkit)
- Training for staff on what to do if concerns arise

Safeguarding:

Schools will be 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 Romero Catholic Academy is **Catholic Senior Executive Leader** and the table in Section 14 details the SPOC for each school.

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 or Principal. 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 that pupil is offered assistance. Additionally, in such instances schools will seek external support from the Local Authority and/or local partnership structures working to prevent extremism.

Schools will closely follow the locally agreed procedure as set out by the Local Safeguarding Children Board for safeguarding individuals vulnerable to extremism and radicalisation.

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 each school 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:

- setting targets for young people to build 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 and a peer mentoring scheme.

We will ensure that all teaching approaches help 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 accept difference. As a community of faith that is largely Catholic, we are particularly mindful of those of a different faith or no faith. It is indeed our most fundamental responsibility to keep pupils safe and prepare them for life in modern multi-cultural Britain and globally.

We will be flexible enough to adapt teaching approaches as appropriate to address specific issues to become even more relevant to the current issues of extremism and radicalisation.

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

6. Use of External Agencies and Speakers

All eight schools encourage 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 is done through the **TRCA No Platform Policy**. 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.

Such vetting is to ensure that we do not unwittingly use agencies that contradict each other with their messages or that are inconsistent with, or are in complete opposition to, the school's values and ethos.

Our 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 Romero Catholic Academy and the Catholic Church 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.

7. Whistleblowing Policy

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 our **Whistleblowing Policy** which can be found here: <https://romeromac.com/policies-procedures/>

8. 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 2 references are always 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 school 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 see our **Safer Recruitment Policy and Selection Policy** which can be found here: <https://romeromac.com/policies-procedures/>

9. Role of Local Academy Committee

The Local Academy Committee of each school within The Romero Catholic Academy, alongside Directors on the Board, will undertake annual training led by the Designated Safeguarding Lead and any other 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 Local Academy Committee will support the ethos and values of our school and will support the school in tackling extremism and radicalisation. In line with the provisions set out in the DfE guidance 'Keeping Children Safe in Education' ([current guidance is here](#)). The Local Academy Committee, alongside Directors through Core Committee 3 (Quality, Performance and Standards) will challenge the school's senior management team on the delivery of this policy and monitor its effectiveness.

Local Academy Committee members 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, or in response to any quality assurance recommendations pertaining to the delivery of this policy and the overall safeguarding arrangements made.

Each Academy Committee has identified a link which is detailed in Section 14.

10. Standards for Teachers

The 2011 (updated 2013) Standards for Teachers (part two) states:

A teacher is expected to demonstrate consistently high standards of personal and professional conduct. The following statements define the behaviour and attitudes that set the required standard for conduct throughout a teacher's career.

Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school by:

- Treating pupils with dignity, building relationships rooted in mutual respect, and always observing proper boundaries appropriate to a teacher's professional position
- Having regard for the need to safeguard pupils' well-being, in accordance with statutory provisions showing tolerance of and respect for the rights of others
- Not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs
- Ensuring that personal beliefs are not expressed in ways that exploit pupils' vulnerability or might lead them to break the law.

Teachers must have proper and professional regard for the ethos, policies and practices of the school in which they teach and maintain high standards in their own attendance and punctuality. They must understand and always act within, the statutory frameworks that set out their professional duties and responsibilities.

11. Supporting children who are travelling or have travelled to locations of concern

If a student/parent/carer seeks permission to travel abroad and this falls within the academic school term, then the family should be provided with the template letter contained in the [Prevent Duty Toolkit \(section 3 appendices\)](#). The Dangers of travelling for terrorism (or Forced Marriage or Female Genital Mutilation) are becoming increasingly apparent and concerning. While this guidance refers to children and young people returning; there is an absolute desire to stop them travelling wherever possible. School staff must also be alert and refer cases of potential concern if they become aware that a student/pupil is intending to travel during school holidays.

If you have concerns either post travel or pre travel and/or identify any concerns in relation to extremism as identified above, please refer to your local MASH. If any of the indicators of concern are noted at any stage or an extremism risk identified then consideration via the [MASH](#) will be given to making a [Prevent referral](#) and an assessment will be made for the Channel panel who may suggest a safeguarding intervention.

12. Monitoring and Review

This Policy was considered adopted by Core Committee 3 on behalf of the Board of Directors. Each school will implement this policy 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' 2020 and duties as set out in the Counter Terrorism and Security Act 2015. The Local Academy Committee will check the implementation at local level.

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 and academy website www.romeromac.com/policies-procedures.

Local Academy Committee will review this policy annually prior to the start of a new academic year but may adopt any amendments outside this timeframe in accordance with any new legislation or guidance.

- The Board of Directors delegate the implementation of this policy to the Local Academy Committee. This policy will be reviewed by **CC3 Quality, Performance and Standards**.
- The **Romero Safeguarding Reference group** will also review this policy

13. Links to other policies

This Preventing Extremism and Radicalisation Policy is linked to our:

- TRCA Behaviour and Positive Handling Policy
- TRCA Child Protection Policy
- TRCA Code of Conduct
- TRCA No Platform Policy
- TRCA Safer Recruitment Policy
- TRCA Whistleblowing Policy
- TRCA E Safety Policy

All of our policies can be found here: <https://romeromac.com/policies-procedures/>

14. Single Points of Contact

	School	Academy Committee link
The Romero Catholic Academy	Helen Quinn	Chair of the Board
Corpus Christi	Kevin Shakespeare	Louise Condie
Good Shepherd	Andy McConville	Ann Harkin
Sacred Heart	Paul Madia	Celine McCrea
SS Peter and Paul	Lorraine Stanton	David Sammin Peter James
Saint Gregory	Geraldine Marshall	Paul O'Donnell
Saint John Fisher	Dee Williams	Brendan Fawcett
Saint Patrick	Andrea Sherratt	Alex Hindmarsh
Cardinal Wiseman	Sarah Marshment	Kevin Shakespeare