



Fylde Coast Academy Trust

(FCAT)

Preventing Extremism and Radicalisation Policy 2022-2025 V4

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Person responsible for Policy / review	Simon Brennand

On 1 July 2015 the Prevent Duty (section 26) of The Counter-Terrorism and Security Act 2015 came into force. This duty places the responsibility on local authorities and schools to have due regard to the need to prevent people from being drawn into terrorism.

FCAT is fully committed to safeguarding and promoting the welfare of all its students and recognise that safeguarding against radicalisation is as important as safeguarding against any other vulnerability.

All staff are expected to uphold and promote the fundamental principles of British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs. We believe that children should be given the opportunity to explore diversity and understand Britain as a multi-cultural society; everyone should be treated with respect whatever their race, gender, sexuality, religious belief, special need, or disability.

As part of our commitment to safeguarding and child protection FCAT fully support the government's Prevent Strategy. There is no place for extremist views of any kind in FCAT, whether from internal sources – students, staff, FCAT Council members, or external sources - FCAT community, external agencies or individuals.

It is imperative that our students and parents see our academies as a safe place where they can discuss and explore controversial issues safely and in an unbiased way and where our teachers encourage and facilitate this.

FCAT recognises that extremism and exposure to extremist materials and influences can lead to poor outcomes for our students. 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.

Safeguarding students/students who are vulnerable to extremism

FCAT values freedom of speech and the expression of beliefs / ideology as fundamental rights underpinning our society's values. Students and teachers have the right to speak freely and voice their opinions. 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.

The current threat from terrorism in the United Kingdom may include the exploitation of vulnerable people, to involve them in terrorism or in activity in support of terrorism. The normalisation of extreme views may also make children and young people vulnerable to future manipulation and exploitation. FCAT is clear that this exploitation and radicalisation should be viewed as a safeguarding concern.

FCAT seeks to protect children and young people against the messages of all violent extremism including, but not restricted to, those linked to Islamist ideology, or to Far Right / Neo Nazi / White Supremacist ideology, Irish Nationalist, Loyalist paramilitary groups and extremist Animal Rights movements.

FCAT 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 and also to ensure that they thrive, feel valued and not marginalised. 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 via 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, staff, visitors or parents will always be challenged and where appropriate dealt with. Where misconduct by a teacher is alleged this will be investigated and if proven the trust will consider referring the matter to the National College for Teaching and Leadership for their consideration as to whether to a Prohibition Order is warranted.

Wider Safeguarding

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

- Disclosures by students of their exposure to the extremist actions, views or materials of others outside of FCAT, 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 reports of changes in behaviour, friendship or actions and requests for assistance
- Local Academies, Local Authority services, and police reports of issues affecting students in other FCAT's 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 limited to, gender, disability, homophobia, race, colour or culture
- Attempts to impose extremist views or practices on others
- Anti-Western or
- Anti-British views

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 an academy this will be achieved by good teaching, primarily during PSHE and Citizenship learning; 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.

We will ensure that all of 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 and FCAT Core Values. We will ensure that all of 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.

This approach will be embedded within the ethos of FCAT 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 FCAT's approach to the spiritual, moral, social and cultural development of students as defined in the Ofsted Inspection Handbook and will include a programme of assemblies dedicated to promoting fundamental British values to help further promote this rounded development of our students.

We will also work with local partners, families and communities in our efforts to ensure our academies understand and embrace our local context and core values in challenging extremist views and to assist in the broadening of our pupil's 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 the student is offered mentoring. In such instances FCAT will seek external support from Lancashire Police and/or local partnership structures working to prevent extremism.

We 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 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.

Use of External Agencies and Speakers

At FCAT 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.

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 FCAT's values and ethos. We must be aware that in some instances the work of external agencies may not directly be connected with the rest of the FCAT curriculum so we need to ensure that this work is of benefit to our students.

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

- Any messages communicated to students support fundamental British Values
- Any messages communicated to students are consistent with the ethos of the FCAT and do not marginalise any communities, groups or individuals
- Any messages communicated to students do not seek to glorify criminal activity or violent extremism or seek to radicalise students 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 students

We recognise, however, that the ethos of FCAT 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, and we may use external agencies or speakers to facilitate and support this.

Therefore by delivering a broad and balanced curriculum, 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.

Risk Reduction

The FCAT governors, the Principal and the Senior Designated Safeguarding Lead will assess the level of risk within FCAT and put actions in place to reduce that risk. Risk assessment may include consideration of FCAT's RE curriculum, SEND policy, assembly procedures, Online safeguarding policy, visiting speakers, the use of FCAT premises by external agencies, anti-bullying policy and other issues specific to FCAT's profile, community and philosophy.

FCAT will screen staff, visitors and volunteers to ensure that they will not deliver messages of extremism or radicalisation.

The Academy risk assessment will be reviewed, reported to Governors and the Local Authority as part of the annual section 175 return and the FCAT and Blackpool Safeguarding Children Boards.

Response

FCAT is required to identify a Prevent Single Point of Contact (SPOC) who will be the lead within the organisation for safeguarding in relation to protecting individuals from radicalisation and involvement in terrorism.

The responsibilities of the SPOC are described in Appendix 2.

Staff at FCAT 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).

Numerous factors can contribute to and influence the range of behaviours that are defined as violent extremism, but most young people do not become involved in extremist action. For this reason, the appropriate interventions in any particular case may not have any specific connection to the threat of radicalisation, for example they may address mental health, relationship or drug/alcohol issues.

Therefore, all adults working in FCAT (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 or if they have concerns that a student may be at risk of radicalisation or involvement in terrorism they should speak with the SPOC/DSL.

Appendix 1

Indicators of vulnerability to radicalisation

Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism leading to terrorism.

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.

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
- Foster hatred which might lead to inter-community violence in the UK

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.

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 FCAT 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 / students may experience difficulties with social interaction, empathy with others, understanding the consequences of their actions and awareness of the motivations of others

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.

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
- Significant changes to appearance and / or behaviour
- Experiencing a high level of social isolation resulting in issues of identity crisis and / or personal crisis

Appendix 2 - Preventing violent extremism

Roles and responsibilities of the Single Point Of Contact (SPOC)

The SPOC is responsible for:

- Ensuring that staff are aware that you are the SPOC in relation to protecting students/students from radicalisation and involvement in terrorism
- Maintaining and applying a good understanding of the relevant guidance in relation to preventing students/students from becoming involved in terrorism, and protecting them from radicalisation by those who support terrorism or forms of extremism which lead to terrorism
- Raising awareness about the role and responsibilities of FCAT in relation to protecting students/students from radicalisation and involvement in terrorism
- Monitoring the impact of FCAT curriculum and assembly policy to ensure that they are used to promote community cohesion and tolerance of different faiths and beliefs
- Raising awareness within the academy about the safeguarding processes relating to protecting students from radicalisation and involvement in terrorism
- Acting as the first point of contact within an Academy for case discussions relating to students who may be at risk of radicalisation or involved in terrorism
- Sharing any relevant additional information in a timely manner e.g. with Police and/or *Channel referral

*Channel is a multi-agency approach to provide support to individuals who are at risk of being drawn into terrorist related activity. It aims to establish an effective multi-agency referral and intervention process to identify vulnerable individuals; Safeguard individuals who might be vulnerable to being radicalised, so that they are not at risk of being drawn into terrorist-related activity; and provide early

Appendix 3

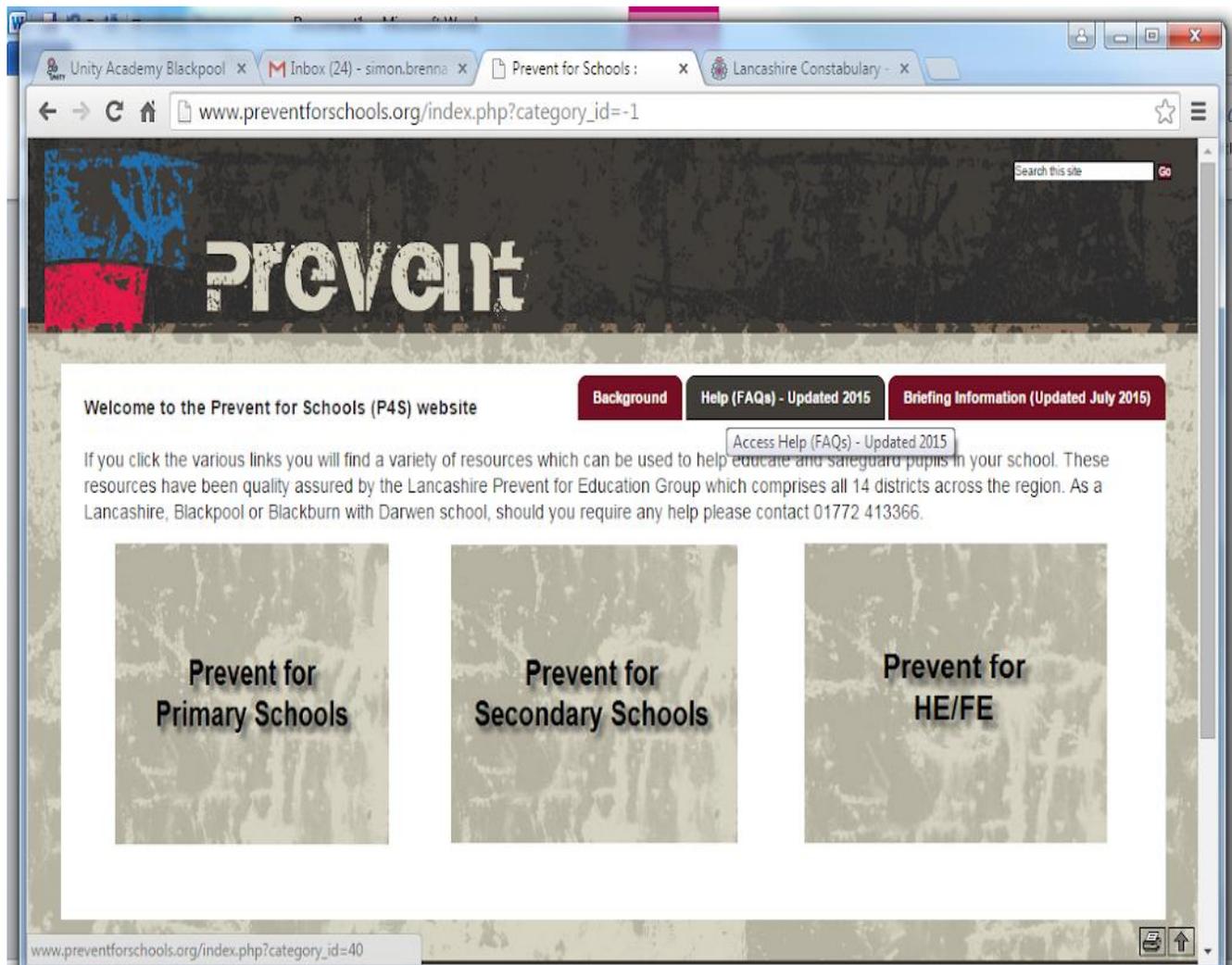
Date: 23/05/2019	Policy/Activity: Preventing Extremism and Radicalisation Policy	Assessor: SB
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Number	Protected Characteristics	Any Concerns Arising?	Details of Concerns	Recommendations
1	Disability			
	Example: physical disabilities, learning difficulties or medical needs	x	Potential accessibility issues	Make a range of accessibility tools available e.g. 'text to audio', large text, etc., as needed.
	Young carers/carers			
2	Gender			
	Females/Males			
3	Sexual Orientation			
	Example: Gay, lesbian			
4	Gender Reassignment			
	Gender Reassignment			
5	Race/Ethnic Group	x	Ensure that extremism linked	Review event logs and interventions

			concerns generate no bias	
	Example: Black, Asian, Chinese, etc.			
6	Pregnancy/Maternity			
	Pregnancy or maternity/paternity			
7	Marriage/Civil partnership			
	Marriage/Civil Partnership			
8	Religion or Beliefs	x	Ensure that extremism linked concerns generate no bias	Review event logs and interventions
	Example: Jewish, Muslim, Christian etc			
9	Age			

Appendix 4 – Useful Resources

<http://www.preventforFCATs.org/>



<https://www.lancashire.police.uk/help-advice/safer-communities/counter-terrorism/advice-for-schools/>

<https://www.lancashire.police.uk/help-advice/safer-communities/counter-terrorism/prevent/>

Prevent is part of the government's counter-terrorism strategy

The role of our Prevent Team officers is to provide practical support to tackle the problem of terrorism and extremism at its roots and prevent vulnerable people and communities from being drawn into terrorism. This includes far-right extremism and some aspects of non-violent extremism.

We work with a range of partners including:

- local authorities
- schools and colleges
- faith leaders
- community groups, including women's groups and youth groups
- voluntary services

Find out more about the [Prevent strategy](#).

How you can help

The journey to becoming radicalised is different for everyone and there are many reasons why a person becomes vulnerable.

If you're worried that any of your friends, neighbours or relatives is at risk of getting involved in terrorism or extremism, there are signs to look out for. These include someone who:

- is at a transitional phase in their life, perhaps leaving or starting college, or changing jobs
- is looking to find an identity, a sense of belonging, status or excitement
- is susceptible to being influenced or controlled, or wants to dominate others
- has a sense of grievance, injustice or who feels under threat
- has an emotional desire for political or moral change
- is secretive about social networking contacts

Tell us about your concerns

Friends and family are best placed to spot the signs, so trust your instincts and tell us your concerns in confidence.

We can help if you act early. You won't be wasting our time and you won't ruin lives, but you might save them.

To find out more about how to help someone close to you visit actearly.uk

If you have a Prevent concern about someone please send this [referral form](#) to: concern@lancashire.police.uk. If it's an emergency, please call [999](#).

Or you can call anonymously on [0800 789 321](#).

If you see online material promoting terrorism or extremism, you can [report it online](#).

Raise awareness of Prevent at community events

Our Prevent team works with local communities to raise awareness of Prevent.

You can speak to your [local policing team](#) or your [local council community team](#) about helping run local events about Prevent.

We'll attend your event to make sure our communities understand the work we're doing and have a say in the way we do it.

We'll tell you more about the signs and behavioural changes to look out for in someone who might be becoming involved in terrorism or extremism and explain who might be at risk.

What happens next

Anyone who's referred to the Prevent team is assessed by the police and local authority to see if they're suitable for [Channel](#), the specialist support scheme.

The scheme includes things like theological or ideological mentoring, help with mental health, drug or alcohol abuse issues, as well as education and career advice.

More about Prevent

Prevent isn't about spying on our communities. It isn't targeted at religion – extremists can come from any background. It's not about blame. There's no hidden agenda to criminalise any individual or to target any community or group.

Advice for Schools

Sadly, extremism and particularly risks around use of the internet are very much a part of today's newspaper headlines.

Our young people are living in a rapidly changing and global environment which, as we know, can have both a positive and a negative impact on their development and opportunities.

Recent events in Syria and Iraq highlight how young people can be influenced by matters outside the UK in addition to the hatred and the violence that can be found on the internet and through other outlets. Events in the media also demonstrate how schools can quickly and adversely be brought into the spotlight.

Counter Terrorism Policing (CTP) have collaborated with specialists from the PSHE Association and Girlguiding to take terrorism safety advice into the UK's classrooms and youth organisations for the first time.

Whilst in reality incidents are isolated, as professionals we do need to know how best to respond when concerns do arise.

The 'Prevent' strand of the counter terrorism strategy focuses upon early intervention and safeguarding approaches to extremism and potential vulnerability and operates in a similar way to how we would respond to concerns such as those around, physical abuse, drugs and sexual exploitation.

The Channel Panel, which takes referrals, is chaired by a local authority safeguarding lead supported by relevant agencies.

For support, advice, training and all other enquiries relating to Prevent or Channel, please contact the **Lancashire Prevent Team**:

- Tel: [01254 585260](tel:01254585260)
- Email: Prevent.team@blackburn.gov.uk
- Visit: www.ipreventblackburn.org.uk/

Additional Resources

The Lancashire Prevent Education group have also produced some resources for schools [here](#). Some of the resources for secondary schools are also still available in hard copy. The principal resources for primary schools were launched last year and were specifically developed by teachers for teachers. They are based on cohesion and diversity themes of: ‘respect myself’, ‘respect my family’, ‘respect my community’, and ‘respect my world’.

There are **associated lesson plans** for KS2 developed by a teacher in collaboration with D2 Digital by Design.

Other useful resources:

- [The Schools Inspection Handbook Safeguarding Guidance](#)
- Prevent for FE and Training: <http://www.preventforfeandtraining.org.uk/>
- ETF Learners: <https://www.etflearners.org.uk/login/index.php>
- Global Acts of Unity: <https://mikehaines.globalactsofunity.com/my-story/>
- Prevent for Schools: <http://www.preventforschools.org/>
- The Prevent Duty – Advice for schools and childcare providers: https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/439598/prevent-duty-departmental-advice-v6.pdf
- Prevent elearning course: www.elearning.prevent.homeoffice.gov.uk
- DfE Website for Prevent: www.educateagainsthate.com
- Blackburn Prevent resources: <http://ipreventblackburn.org.uk/>
- Counter Extremism: <http://counterextremism.lgfl.org.uk/>