



Preventing Radicalisation and Extremism Policy

This policy applies to all staff, governors and volunteers working in, or on behalf of, the Academy.

At Isaac Newton Academy our core purpose is to equip every student with the knowledge, learning power and character necessary for success at university and beyond. We are committed to safeguarding and promoting the welfare of students in order to ensure that all students thrive and reach their potential. We believe that safeguarding against radicalisation is no different from safeguarding against any other vulnerability.

Definitions

Radicalisation

The process by which people come to support terrorism and extremism and, in some cases, to then participate in terrorist groups.

Extremism

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 (HM Government Prevent Strategy, 2011).

The Academy is committed to actively promoting the fundamental British values of democracy, the rule of law, individual liberty, mutual respect and tolerance of those with different faiths and beliefs. We actively challenge prejudice, and discrimination. We do not tolerate the expression or promotion of extremist views of any kind from any member of the school community (students, staff, parents/carers or governors), or from external the external community, such as external agencies or visitors to the school.

We recognise that extremism and exposure to extremist materials and influences can lead to poor educational outcomes and life chances and can involve serious risks for young people. 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. We therefore address such issues as a safeguarding concern as set out in this policy. If we fail to challenge extremist views we are failing to protect our students.

Our Approach

We aim to protect our students from being vulnerable to extremist views and radicalisation by:

- Building a cohesive community. The ethos at INA is one of mutual respect and consideration. We honour the differing backgrounds, views and outlooks of members of the school community. Our ethos and curriculum promotes respect, tolerance and diversity.
- Equipping young people with the knowledge, skills and critical thinking to challenge and debate in an informed way. Through our focus on developing speaking and listening and critical thinking skills through the Harkness method of learning, students are encouraged to share their views in a respectful, considered way.
- Encouraging students to be inquisitive, explore their identities and express their views through the PSHE and Cultural studies programmes. Teachers provide a safe space for students to be able to take place in discussions which may include controversial issues.
- Valuing and promoting diversity and equal opportunities. We encourage students to understand and show empathy for others. We aim to ensure that students feel a sense of belonging in a community and wider society in which the diversity of people's backgrounds and circumstances is appreciated and valued in which strong and positive relationships.
- Supporting students' character development through our BRIDGES programme. The seven over-arching characteristics include Bravery (Optimism, Leadership, Courage), Resourcefulness (Questioning, Reasoning, Flexibility,) Integrity (Citizenship, Justice, Humanity), Discovery (Noticing, Open-mindedness), Grit (Resilience, Perseverance), Self Discipline (Self-regulation, Prudence,) and Emotional Intelligence (Openness, Understanding, Empathy, Listening).
- Ensuring that students are taught in a way that is consistent with the UK law and the British values of tolerance, democracy and liberty. We take extremely seriously our key role in preparing all our young people for life in modern Britain and the wider world. We promote awareness of human rights and the responsibility to uphold and defend them, to develop the skills of participation and responsible action.
- Enabling students to explore issues like terrorism and the use of violence in a considered and informed way, facilitating understanding of wider issues within the context of learning about the values on which our society is founded and our system of democratic government. Students see the academy as a safe place where they can explore controversial issues safely.
- Making it clear that violent extremism is not part of any faith. Our RE and Cultural Studies curriculum prepares students to live and work in a diverse society. It supports students in gaining knowledge and understanding of a range of religious beliefs and encourages them to understand and respect the cultures, faith and backgrounds of others.
- Ensuring that staff have an awareness of students' circumstances and backgrounds, including an understanding of the local context.

- Training staff to identify children who are at risk and to know where and how to refer children at risk. Assessing whether any students are at risk of being drawn into terrorism.
- Checking that visiting speakers are suitable (and seeing presentations ahead of time).
- Ensuring that the filters on the school systems to keep students safe from terrorist and extremist materials. Teaching students about E-safety, how to protect themselves online and having a robust E-Safety Policy.
- Protecting all students from harm through the implementation of a rigorous Safeguarding Policy.

Responsibilities of Staff at Isaac Newton Academy

It is not the responsibility of Academy staff to investigate concerns, disclosures or allegations of potential extremism or radicalisation. Staff have a duty to recognise concerns and maintain an open mind. Any concerns matters concerns about extremist views or radicalisation should be recorded and reported immediately to INA's Child Protection and Safeguarding Lead, Jo Spencer or, in her absence, a member of SLT.

Where a student is thought to be at vulnerable or at risk of significant harm, and/or where investigations need to be carried out, the Safeguarding Lead will make a referral to Channel. Social services may also be contacted in line with the Academy's Child Protection Policy.

If a staff member becomes aware that a parent/carer or visitors to the Academy has expressed extremist views, he/she must report it immediately to INA's Child Protection and Safeguarding Lead.

At the point of referral, agencies such as PREVENT (part of the government's counter-terrorism strategy) may become involved.

Procedures

Procedures to follow if a member of staff has concerns about a student being vulnerable to extremist views/radicalisation:

The member of staff should:

- a) Write up an objective account of the concern on the appropriate form. Any notes taken should be kept safe and confidential
- b) Contact the Safeguarding Lead
- c) Pass the completed referral form immediately to the Safeguarding Lead
- d) Maintain confidentiality and not discuss the issue further with other members of staff or outside of the Academy

The Safeguarding Lead will make a referral to Channel and/or contact and take advice from the Prevent Officer for Redbridge, depending on the level of concern.

Related School Policies, Procedures and Guidance Documents

INA's Preventing Radicalisation and Extremism Policy links to the following policies:

- Safeguarding Policy
- Child Protection Policy
- Equal Opportunities Policy
- Anti-bullying Policy
- Positive Behaviour for Learning Policy
- Mission, core purpose, vision, educational philosophy & ethos
- SMSC Development
- PSHE, Religious Education & collective worship
- E-Safety Policy
- Acceptable Use Policy

INA Designated Safeguarding Lead

Jo Spencer

INA Deputy Designated Safeguarding Leads

Tam Broadway

Eleanor Seale

INA CP Officers

Leanne Abbott-Jones

Patrick Ball

Gareth Marshall-Jones

Reviewed June 2017