Trinity Multi Academy Trust

Policy:	Prevent Policy
Date of review:	July 2021
Date of next review:	July 2024
Lead professional:	Vice Principal – Student Support
Status:	Non-Statutory

Name of academy:	Trinity Academy Halifax
Senior leader link for this academy:	Tom Taylor, Vice Principal
Single Point of Contact (SPOC):	Elizabeth Waite, Deputy DSL & Student Well-being Manager

Name of academy:	Trinity Academy Akroydon
Senior leader link for this academy:	Oliver Grant- Roberts
Single Point of Contact (SPOC):	Oliver Grant- Roberts

Name of academy:	Trinity Academy Cathedral
Senior leader link for this academy:	Neil Poskitt, Assistant Principal
Single Point of Contact (SPOC):	Neil Poskitt, Assistant Principal Lisa McIntosh, Inclusion Manager

Name of academy:	Trinity Academy Grammar
Senior leader link for this academy:	Caroline Foster, Vice Principal
Single Point of Contact (SPOC):	Caroline Foster

Name of academy:	Trinity Academy St. Chad's
Senior leader link for this academy:	Emma Smith
Single Point of Contact (SPOC):	Emma Smith-Assistant Principal Jill Dobson-Learning Mentor

Name of academy:	Trinity Academy St. Peter's
Senior leader link for this academy:	Mathew Brown
Single Point of Contact (SPOC):	Mathew Brown

Name of academy:	Trinity Academy Bradford
Senior leader link for this academy:	Chris Langley
Single Point of Contact (SPOC):	Sandie Emmonds

Name of academy:	Trinity Academy Leeds
Senior leader link for this academy:	Richard Gouland, Assistant Principal
Single Point of Contact (SPOC):	Richard Gouland

Name of academy:	Trinity Academy St. Edward's
Senior leader link for this academy:	Mark Allen, Principal
Single Point of Contact (SPOC):	Sally Fisher, Associate Assistant Principal - Inclusion
Name of academy:	Trinity Sixth Form Academy
Senior leader link for this academy:	Lucy Smith
Single Point of Contact (SPOC):	Lucy Smith

Purpose of policy and guiding principles

1.1. At Trinity Multi Academy Trust the welfare of our students and their environment is paramount and we fully recognise our responsibilities to protect and safeguard the welfare of children. In accordance with the Counter Terrorism and Security Act 2015, the trust and each academy within it has a responsibility to prevent people from being drawn into terrorism. We recognise that safeguarding against radicalisation is no different from safeguarding against any other vulnerability.

1.2. The Government's Prevent Strategy has raised awareness of the specific need to safeguard children, young people and families from violent extremism and terrorism. There have been situations nationally in which extremist groups have attempted to radicalise vulnerable children and young people to hold extreme views including views justifying political, religious, sexist or racist violence, or to steer them into a rigid and narrow ideology that is intolerant of diversity and leaves them vulnerable to future radicalisation.

1.3. 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. Our British Values statement is within our safeguarding policy, which is available on each academy website.

1.4. All our academies value freedom of speech and the expression of beliefs/ideology as fundamental rights underpinning our society's values. Both students and teachers have the right to speak freely and voice their opinions. However, freedom comes with responsibility and free speech that is designed to manipulate the vulnerable or that leads to violence and harm of others goes against the moral principles in which freedom of speech is valued. Free speech is not an unqualified privilege; it is subject to laws and policies governing equality, human rights, community safety and community cohesion.

1.5. 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.

1.6. Trinity trust is clear that this exploitation and radicalisation should be viewed as a safeguarding concern. All staff seek 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 and Loyalist paramilitary groups, and extremist Animal Rights movements.

2. Links with other policies or legislation

2.1. This policy links to legislative duties, as defined by the Education Act 2002, The Children's Act 1989 and 2004, The Counter Terrorism and Security Act 2015 and the most recent Keeping Children Safe in Education document (2020).

2.2. This policy links to our Child Protection and Safeguarding policy, Anti-Bullying policy and Behaviour for Learning policies.

2.3. The staff code of conduct refers to expectations and safer working practice guidance.

3. Aims of the policy

3.1. To ensure staff are aware of the Prevent Strategy and are able to protect children and young people who are vulnerable, or at risk, of being radicalised work alongside other professional bodies and agencies to ensure that our students are safe from harm. The principle objectives are that:

- Directors, Governors and staff have an understanding of what radicalisation and extremism are and why we need to be vigilant in our academies.
- All parents and students will know that their academy has policies in place to keep students safe from harm and that the trust and individual academies regularly reviews its systems, to ensure they are appropriate and effective.

- All Governors, staff, students, parents and other stakeholders are aware that each academy has a policy on safeguarding from radicalisation and extremism and will follow the policy when issues arise.

3.2. For clarity the definitions of terms referred to in this policy are:
- **Radicalisation** refers to the process by which a person comes to support terrorism and 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. Also included in the definition of extremism calls for the death of members of our armed forces.

3.3. This policy has five key objectives:
- To promote and reinforce trust, academy and British values; to create space for free and open debate; listen and support the learner voice and enable students to develop their self-knowledge, self-esteem and self-confidence.
- To promote social cohesion by supporting inter-faith and inter-cultural dialogue and understanding, and to engage all students in playing a full and active role in wider society engagement.
- To ensure student safety and that each academy is free from bullying, harassment and discrimination.
- To provide support for students who may be at risk and appropriate sources of advice and guidance.
- To ensure that students and staff are aware of their roles and responsibilities in preventing terrorism and radicalisation.

4. Achieving our aims

In order to achieve these objectives the strategy will focus on the following areas:

4.1. Leadership and values

To provide an ethos which upholds core values of shared responsibility and wellbeing for all students, staff and visitors and promotes respect, equality and diversity and understanding. This will be achieved through:
- Promoting trust and academy values, which are based on commitment, learning, partnership, respect, standards and trust.
- Building staff and student understanding of the issues and confidence to deal with them.
- Deepening engagement with local communities.
- Actively working with local authorities, police and other agencies.

4.2. Learning and teaching

To provide a curriculum which promotes knowledge, skills and understanding to build the resilience of students, by undermining extremist ideology and enabling students to acquire a broad knowledge of and respect for public institutions. This will be achieved through:
- Embedding equality, diversity and inclusion, wellbeing and community cohesion – through the curriculum, tutoring programme (e.g. vertical tutor (or equivalent), and post-16 PPT groups) and assemblies.
- Promoting wider skills development such as social and emotional aspects of learning.
- A curriculum adapted to recognise local needs, challenge extremist narratives and promote universal rights.
- Learning and teaching strategies which explore controversial issues in a way which

promotes critical analysis and pro social values.

- Use of external programmes or groups to support learning while ensuring that the input supports academy aims and values.
- Encouraging active citizenship and facilitating students to accept responsibility for their behaviour, show initiative and understand how they can contribute positively to society.

4.3. Student support

To ensure that staff are confident to take preventative and responsive steps working with partner professionals, families and communities. This will be achieved through:

- Maintaining strong and effective support services for all students, for example Pastoral Managers, Student Welfare teams, safeguarding leaders and tutors.
- Listening to what is happening in an academy and the community and taking action as necessary.
- Implementing anti-bullying strategies and challenging any discriminatory behavior.
- Helping students and staff to know how to access support in their academy and/or through community partners.
- Supporting 'at risk' students through safeguarding and crime prevention processes.
- Focusing on narrowing the attainment gap for all students.

4.4. Managing risks and responding to events

We must be able to demonstrate an awareness and understanding of the risk of radicalisation, appreciating that this can change rapidly. Each academy will use existing mechanisms for understanding the risk of radicalisation; ensuring that the duty is communicated and that staff understand the risk and have the capabilities to deal with any concerns. To ensure that each academy monitors risks and is ready to deal appropriately with issues which arise it will:

- Understand the nature of the threat from violent extremism and how this may impact directly or indirectly on the academy.
- Understand and manage potential risks within the academy and from external influences.
- Respond appropriately to events in local, national or international news that may impact on students and communities.
- Ensure measures are in place to minimise the potential for acts of violent extremism within the academy.
- Ensure plans are in place to respond appropriately to a threat or incident within the academy.
- Develop effective e-safety and responsible user policies.

5. Procedure for raising concerns

5.1. Prevent strategies are not in isolation, they are part of the wider educational role and safeguarding responsibilities that exist in any academy.

5.2. Any concerns regarding extremist views or opinions should be risk assessed and escalated where necessary to the Prevent Coordinator, the Safeguarding Lead, the Safeguarding Police or Channel as outlined in our Child Protection and Safeguarding Policy.

5.3. The DSL in each academy will be its Single Point of Contact (SPOC). Their specific responsibilities are outlined in Appendix 1.

6. Training and support for staff

6.1. Each academy will ensure, as part of our commitment to safeguarding training that staff

are aware of the threats, risks and vulnerabilities that are linked to radicalisation and understand the signs that someone may be vulnerable to radicalisation.

6.2. This training will be delivered at intervals outlined in the safeguarding policy.

7. Roles and responsibilities

7.1. The roles and responsibilities of Directors/Governors, senior leaders and other staff are outlined in the Child Protection and Safeguarding Policy.

Appendix 1

Roles and Responsibilities of the Single Point of Contact (SPOC)

The SPOC for each academy is responsible for:

- Ensuring that staff are aware that you are the SPOC in relation to protecting students from radicalisation and involvement in terrorism.
- Maintaining and applying a good understanding of the relevant guidance in relation to preventing 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 the academy in relation to protecting students from radicalisation and involvement in terrorism.
- 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 for case discussions relating to students who may be at risk of radicalisation or involved in terrorism.
- Collating relevant information in relation to referrals of vulnerable students into the Channel* process.
- Attending Channel meetings, where necessary, to support assessment and intervention.

* Channel is a multi-agency approach to provide support to individuals who are at risk of being drawn into terrorist related activity.

Channel 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.
- Provide early intervention to protect and divert people away from the risks they face and reduce vulnerability.