



Date of review: September 2021

Date of next review: July 2023

Responsible person: Assistant Vice Principal & Designated Safeguarding Lead

Extremism and Diversity Policy

1. Background

This 'Diversity and Extremism' policy is part of our commitment to keeping children safe. Since the 'Education and Inspections Act 2006' schools have a duty to promote community cohesion. Over the last few years, global events have led to a growth of extremist viewpoints, including advocacy of violent extremism.

Schools have an important part to play in both educating children and young people about extremism and recognising when pupils start to become radicalised. In March 2015, new statutory duties were placed on schools by the Counter Terrorism and Security Act (2015) which means they must work to prevent children being drawn into extremism.

Safeguarding children from all risks of harm is an important part of a school's work and protecting them from extremism is one aspect of that.

2. Ethos

2.1 At The Boulevard Academy we ensure that through our school vision, values, rules, diverse curriculum and teaching we promote tolerance and respect for all cultures, faiths and lifestyles. The Trustees also ensures that this ethos is reflected and implemented effectively in school policy and practice and that there are effective risk assessments in place to safeguard and promote students' welfare.

2.2 We have a duty to prepare our children for life in modern Britain and to keep them safe.

2.3 Pupils who attend our school have the right to learn in safety. We do not tolerate bullying of any kind and will challenge derogatory language and behaviour towards others.

3. Statutory Duties

The Extremism and Diversity policy draws upon the guidance contained in:-

- Counter Terrorism and Security Act (2015)
- Keeping Children Safe in Education (2015)
- Prevent Duty Guidance (2015)
- Working Together to Safeguard Children (2015)

4. Related policies

- **Accessibility policy**
- **Anti-bullying policy**
- **Equality and Diversity policy**
- **Behaviour management policy**
- **Online Safety policy**
- **Transgender policy**

5. Definitions

5.1 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.

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

5.3 British Values are democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs.

6. Roles and Responsibilities

6.1 Role of the Trustees

It is the role of the Trustees body to ensure that the school meets its statutory duties with regard to preventing extremism and radicalisation.

The Trustees has a nominated person who will liaise with the Principal and other staff about issues to do with protecting children from radicalisation.

6.2 Role of the Principal

It is the role of the Principal to:

- ensure that the school and its staff respond to preventing radicalisation on a day-to-day basis,
- ensure that the school's curriculum addresses the issues involved in radicalisation
- ensure that staff conduct is consistent with preventing radicalisation

6.3 Role of Designated Safeguarding Lead

It is the role of the designated safeguarding lead to:

- ensure that staff understand the issues of radicalisation, are able to recognise the signs of vulnerability or radicalisation and know how to refer their concerns
- receive safeguarding concerns about children and young people who may be vulnerable to the risk of radicalisation or are showing signs of radicalisation
- make referrals to appropriate agencies with regard to concerns about radicalisation
- liaise with partners, including the local authority and the police
- report to the governing body on these matters

6.4 Role of staff

It is the role of staff to understand the issues of radicalisation, are able to recognise the signs of vulnerability or radicalisation and know how to refer their concerns.

7. Curriculum

7.1 We are committed to ensuring that our pupils are offered a broad and balanced curriculum that aims to prepare them for life in modern Britain. We encourage our pupils to be inquisitive learners who are open to new experiences and are tolerant of others. In our Academy, this will be achieved by good teaching, primarily via PSHE; 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.

7.2 We will ensure that all of our teaching approaches help our pupils build resilience to extremism and give pupils a positive sense of identity through the development of critical thinking skills.

7.3 We will ensure that all of our staff are equipped to recognise extremism and are skilled and confident enough to challenge it.

7.4 These values support the development of the whole child as a reflective learner within a calm, caring, happy and purposeful atmosphere. Teaching the Academy's core values alongside the fundamental British Values supports quality teaching and learning, whilst making a positive contribution to the development of a fair, just and civil society.

8. Internet safety

All students that use the Academy internet and infrastructure have their internet access restricted and monitored. Access to social media websites such as Facebook and Snapchat are strictly forbidden. Access to extreme content is also restricted via the Academy firewall.

Students attempting to gain access to extreme material are subject to monitoring using the Securus monitoring software so screenshots of their attempted access can be passed through to the Academy Leadership team. The process of this falls to the Academy Safeguarding Lead.

9. Safer Recruitment

We ensure that the staff we appoint to the school are suitable, our recruitment procedures are rigorous and we follow the statutory guidance published in part 3 of *Keeping Children Safe in Education (2015)*. Vetting and barring checks are undertaken on relevant people, including governors and volunteers.

9. Visitors and external speakers

Visitors to the Academy are made aware of our safeguarding and child protection policies on arrival at the Academy and are given information about what to do if they are concerned about any aspect of child welfare.

Visitors who are invited to speak to pupils will be informed about our preventing extremism policy and relevant vetting checks are undertaken. We undertake due diligence to ensure that visiting speakers are

appropriate. Speakers will be supervised at all times and will not be allowed to speak to children with a member of staff being present.

Staff must not invite speakers into school without first obtaining permission from the Principal.

10. 'No platform for extremists'

The Academy is vigilant to the possibility that out-of-hours hire of the Academy premises may be requested by people wishing to run an extremist event. The Academy does not accept bookings from individuals or organisations that are extremist in their views.

11. Referral process

In all cases suspected links to extremism or extreme content or views will be reported to the Academy Safeguarding Lead. In some cases, if the need to contact the Police this will be done via the following link:

<https://www.humberside.police.uk/issues/stop-terrorists-extremists-online-presence>

12. Monitoring and Evaluation

This policy will be monitored annually and updated at least every two Academic years.

Appendix

'Teaching approaches that help build resilience to extremism among young people' DfE 2011.