



Walthamstow Academy

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Extremism and Anti-Radicalisation of Students Policy

Adopted by:	Walthamstow Academy	
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Role:	Principal	Chair of Governors
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Introduction

At Walthamstow Academy we are fully aware and committed to the on-going protection and safety of our students, staff and wider community in accordance with DfE guidance 'Working together to Safeguard Children' (2023) and 'Keeping Children Safe in Education' (2024). An integral part of that work relates to the governments PREVENT strategy and the duties it places on academic institutions.

Our academy is committed to providing a secure environment for students, where they feel safe and are kept safe. All adults in our academy recognise that safeguarding is everyone's responsibility irrespective of the role they undertake or whether their role has direct contact or responsibility for students or not.

This policy outlines our practice in relation to keeping our students safe from extremism. It relates to, and is compliant with the following legislation and guidance:

- [Channel Duty Guidance: Protecting people susceptible to radicalisation](#)
- [Keeping children safe in education 2024](#)
- [Prevent duty guidance: Guidance for specified authorities in England and Wales](#)
- [Working together to safeguard children: statutory framework](#)
- [Counter-terrorism strategy \(CONTEST\) 2023](#)

It links with the following Walthamstow Academy policies:

- [Anti-bullying Policy](#)
- [Behaviour Policy](#)
- [Equal opportunities Statement](#)
- [Safeguarding Policy](#)

Aims and principles

This policy is intended to provide a framework for dealing with issues relating to vulnerability, radicalisation and exposure to extreme views. It clearly sets out how the academy will deal with such incidents and identifies how the curriculum and ethos underpin our actions.

Our aims are that:

- All permanent staff and students will have an understanding of what radicalisation is and why we need to be vigilant in the academy
- All parents/carers and students are aware that Walthamstow Academy has a policy in place to keep students safe from harm (via lessons, assemblies, the website and through induction processes and personal contact, as necessary) and that Walthamstow Academy regularly reviews its systems to ensure they are appropriate and effective. This includes external audits.

- Our staff are fully engaged in being vigilant about radicalisation; that they suspend professional disbelief (views such as believing that it will not happen here); and ensure that we work alongside other professional bodies and agencies to ensure that our students are safe from harm.

Definitions and indicators

Radicalisation refers to the process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups. (During that process, it is possible to intervene to prevent vulnerable people being drawn into terrorist-related activity.)

Extremism is vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual tolerance of different faiths and beliefs. It also includes calls for death of members to the British armed forces, whether in the United Kingdom or overseas.

Terrorism is an action that endangers or causes serious violence to a person/people; causes serious damage to property; or seriously interferes or disrupts an electronic system. The use or threat must be designed to influence the government or to intimidate the public and is made for the purpose of advancing a political, religious or ideological cause

There are a number of behaviours which may indicate a student is at risk of being radicalised or exposed to extreme views. These include:

- Disclosures by students of their exposure to the extremist actions, views or materials of others outside of the academy, such as in their homes or community groups.
- Graffiti symbols, writing or artwork promoting extremist messages or images.
- Students accessing extremist material online, including through social networking sites.
- Parent/carer reports of changes in behaviour, friendship or actions and requests for assistance
- Intolerance of difference, whether secular or religious or, in line with our equality statement, views based on, but not exclusive to, gender, disability, homophobia, race or culture.
- Spending increasing time in the company of other suspected extremists
- Changing their style of dress or personal appearance.
- Day-to-day behaviour becoming increasingly centred on an extremist ideology, group or cause.
- Loss of interest in other friends and activities not associated with the extremist ideology, group or cause.
- Possession of materials or symbols associated with an extremist cause.
- Attempts to recruit others to the group/cause.
- Communication with others that suggests identification with a group, cause or ideology.

- Increase in prejudice-related incidents committed by that person – these may include physical or verbal assault, provocative behaviour, damage to property, derogatory name calling, possession of prejudice-related materials, prejudice related ridicule or name calling, inappropriate forms of address, refusal to co-operate, attempts to recruit to prejudice-related organisations, condoning or supporting violence towards others.

The role of the curriculum

Our wide-ranging curriculum promotes respect and tolerance and seeks to celebrate diversity. Students are encouraged to share their views and recognise that they are entitled to have their own different beliefs as are others. Our comprehensive personal, social, health education (PSHE) programme and education regarding and promotion of Fundamental British Values reinforces our commitment to valuing everyone equally and underpins our ethos. It is recognised that disengaged students are more vulnerable to radicalisation and therefore we strive to equip our students with confidence, self-belief, respect and tolerance. We set high expectations of them all, showing that each is equally valued and we trust that this will encourage them to have high expectations for themselves. Aligned with a consistent delivery of a broad and balanced curriculum and use of the local authority-approved self-assessment framework, we strive to protect our students - and the wider community - against the threats of extremism, through the promotion of both fundamental values and cohesion amongst our communities.

The role of academy ethos

Our academy vision is clear about the importance of keeping our students safe and preparing them well for the modern world. We are an inclusive academy and our values reflect this. We explicitly teach our students about our core values of ambition, determination and respect. We also expect our staff, and all adults in the academy, to model these values at all times. Walthamstow Academy has built an ethos where education is valued and therefore it is important to attend. This includes an emphasis on 6th Form attendance. We are vigilant in monitoring attendance and punctuality and are uncompromising in our high expectations. We want students to attend the academy regularly in order to develop a feeling of belonging, of being important and valued and knowing about opportunities outside of the taught curriculum in which they can be gainfully occupied whilst socialising in an age-appropriate way with other students, over whom we can also exert positive influence. We take every opportunity to intervene where we observe our students struggling with elements of socialisation, employing a range of programmes to assist students' social development. We firmly believe that the ethos of our academy, built on equality, tolerance and fairness and with a firm policy base, is contributing to minimising the risk of radicalisation occurring within academy hours and during daily activities. This is further supported by our behaviour policy and our safeguarding policy.

Staff training

All staff receive safeguarding training, delivered during our INSET days in September and January. The training includes information from the Home Office developed WRAP (Workshop to Raise the Awareness of Prevent) Training. All new staff receive this training at induction. The Senior Leadership Team (SLT) and our Deputy Designated Safeguarding Leads have level 3 safeguarding training.

Procedures for referrals

Any concerns should be communicated to a member of the Safeguarding Team through the same procedure as any other Child Protection/Safeguarding Concern using CPOMS (Child Protection Online Management System).

We believe that it is possible to intervene to protect students who are vulnerable. Early intervention is vital and staff must follow the established processes mindful of previous annual training and instruction in the Safeguarding policy. If in any doubt, consultation with the Designated Safeguarding Lead should take place. All must have the confidence to challenge, the confidence to intervene and to ensure that we maintain effective safeguarding practices.

The Principal has overall responsibility for dealing with concerns about extremism and will discuss the most appropriate course of action on a case-by-case basis and will decide when a referral to external agencies is needed. As with any child protection referral. All staff are reminded that under the terms of “Keeping Children Safe in Education”, they may make Child Protection referrals directly to Waltham Forest Multi-agency Safeguarding Hub (MASH) team if a member of the Safeguarding team or member of SLT is not available or if they do not agree with a decision not to refer. Staff will have access to contact details for the local authority Channel panel and/or Children’s Social Care through the details at the end of this policy.

The role of PREVENT and the Channel panel

PREVENT is the name for the government’s over-arching strategy in relation to extremism. The PREVENT strategy places an obligation on the academy to:

- Protect students from radicalising influences.
- Build students’ resilience to extremist narratives.
- Identify any vulnerabilities or worrying changes in behaviour.
- Understand who to contact if we have concerns about a student.

We address these obligations fully through our PSHE programme and through our Safeguarding policy.

The Channel panel is a voluntary, confidential support programme which focuses on providing support at an early stage to people who are identified as being vulnerable to being drawn into terrorism. Prevent referrals may be passed to a multi-agency Channel

panel, which will discuss the individual referred to determine whether they are vulnerable to being drawn into terrorism and consider the appropriate support required. A representative from the academy may be asked to attend the Channel panel to help with this assessment. An individual's engagement with the programme is entirely voluntary at all stages.

Equality considerations

This policy reflects the principles of our Equal Opportunities Statement.

The academy will monitor any referrals or concerns raised to ensure that no student is unfairly or disproportionately targeted on the grounds of:

- Sex
- Race
- Disability
- Religion or belief
- Sexual orientation
- Gender reassignment

Key Contacts

By continually developing our leadership and accountability practices, staff training opportunities (primarily the Home Office developed WRAP Training), referral systems and management of those referrals, we strive to demonstrate a pro-active and diligent approach to this aspect of our responsibilities as educators and safeguarders.

We also recognise that further information and support is available from MASH (0208 496 2310), the Local Authority's Community Safety Team (0208 496 3000) and the Citizenship and Cohesion Advisor for Waltham Forest (sean.thomson@walthamforest.gov.uk 0208 496 3447).

The Prevent team in Waltham Forest and a range of services connected to them can be contacted via the details held on this site:

<https://thehub-beta.walthamforest.gov.uk/prevent>

The self-assessment framework referenced in this policy can also be found on the Waltham Forest Education Network **The Hub**, using the following link:

<https://thehub.walthamforest.gov.uk/policy/schools/safeguarding/digital-resilience-package>