Preventing Extremism & Radicalisation Policy

Contents

1. Introduction

Hatton Academies Trust is committed to providing a secure environment for pupils, where children feel safe and are kept safe. All adults in the trust recognise that safeguarding is everyone's responsibility irrespective of the role they undertake or whether their role has direct contact or responsibility for children or not.

Hatton Academies Trust will promote the British 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 pupils 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 pupils safe and prepare them for life modern multi-cultural Britain and globally.

In adhering to this policy, and the procedures therein, staff and visitors will contribute to Hatton Academies Trust's delivery of the outcomes to all children, as set out in s10 (2) of the Children's' Act 2004. As a Unicef Rights Respecting School, when reviewing its policies and practices the Academy is mindful of the United Nations Convention on the Rights of the Child. This Preventing Extremism and Radicalisation Safeguarding Policy is one element within our overall school arrangements to Safeguard and Promote the Welfare of all Children in line with our statutory duties set out at s175 of the Education Act 2002.

This Preventing Extremism and Radicalisation Safeguarding Policy also draws upon the DfE guidance contained in The Prevent duty: an introduction for those with safeguarding responsibilities September 2023; the local Child Protection Procedures and DfE Guidance "Keeping Children Safe in Education, September 23"; and HM Government "Working together to safeguard children, December 23".

1.2 Definitions

Extremism is more than simply stubbornness in one's views or general intolerance of others. It involves holding views which are considered by equals, peers and society as being beyond collective norms and at odds with core beliefs of the whole. Extremism can relate to a number of different subjects from gender relations to politics, and does not necessarily result in violence. In a national context in the UK, extremist views may include those which are directly opposed to values such as democracy, mutual tolerance, individual liberty and the rule of law.

Violent extremism is related to terrorism, which is 'at the extreme end of an extreme position, using fear and violence to achieve political ends. It describes the attitudes, beliefs and actions that condone violence as a means of political end. This includes views that:

- Foment, justify or glorify terrorist violence in furtherance of particular beliefs
- Seek to provoke others to terrorist acts
- Foment other serious criminal activity or seek to provoke others to serious criminal acts
- Foster hatred intended to cause violence between communities in the UK.

Radicalisation is the process by which people adopt an extreme position in terms of politics and religion; a violent extremist ideology; or move to violent action in support of their beliefs.

The radicalisation process does not follow a single process or pathway and there are no specific stages or steps involved. Radicalisation is often a social process involving interaction with others, however, there are reported cases of individuals self-radicalising. The rate at which a person becomes radicalised can vary greatly. People may become radicalised rapidly, while for others it is a more gradual process. Some may start to become radicalised only to 'stop' at a certain point or continue to become radicalised later. Radicalisation doesn't necessarily result in violence being committed or even supported.

Resilience is, broadly, 'the ability to 'bounce back' from adversity. It is used by educationalists and mental health professionals (among others) to describe a process in which people can *overcome* or *resist* negative influences that block (for instance) emotional well-being and / or achievement.

Community has a number of dimensions:

  a. The *academy community* – the young people it serves, their parents, carers and families, the academy's staff, Directors, Academy Representatives, and community users of the academy's facilities and services

  b. The *local community within which the academy is located* – the academy in its geographical community and the people who live or work in that area

  c. The *national or UK community* – all schools and academies are by definition part of this community

  d. The *wider or global community* – formed by European Union and international links.

Prevent is one of the four components that make up the Home Office counter-terrorism strategy. Its aim is to 'stop people from becoming terrorists or supporting violent extremism' through:

  • Challenging violent extremist ideology
  • Disrupting those who promote violent extremism
  • Supporting vulnerable individuals
  • Increasing the resilience of communities to violent extremism – Addressing the grievances that ideologues are exploiting.

Community cohesion refers to 'working towards a society in which there is a common vision and sense of belonging by all communities; a society in which the diversity of people's backgrounds and circumstances is appreciated and valued; a society in which similar life opportunities are available to all; and a society in which strong a positive relationships exist and continue to be developed in the workplace, in schools and in the wider community'.

Integration is 'principally the process that ensures new residents and existing residents adapt to one another'.

Terrorism is an action that:
- endangers or causes serious violence to a person or people
- causes serious damage to property, or seriously interferes with or disrupts an electronic system
- is designed to influence the government or to intimidate the public.

2. The Prevent Duty

The Trust and all trust academies have a duty to "help prevent the risk of people becoming terrorists or supporting terrorism". Trust academies will be expected to demonstrate the following activities:

- Assessing the risk of pupils being drawn into terrorism, and having robust safeguarding policies in place to identify pupils at risk and refer them to the relevant authorities
- Setting out protocols for ensuring that visiting speakers are suitable and appropriately supervised
- Working productively in partnership with local Prevent staff, the police and local authorities and following local authority inter-agency procedures and forums
- Ensuring staff are trained to identify pupils at risk of being drawn into terrorism, challenge extremist ideas, and refer children to appropriate authorities where necessary
- Ensure that the academy has internet filters in place to block terrorist and extremist material.

Ensuring these aspects as a minimum will form the core of the trust evaluation of our policies and procedures.

'Due regard' means that authorities should place an appropriate amount of weight on the need to prevent people being drawn into terrorism when they consider all the other factors relevant to how they carry out their usual functions.

3. Trust Ethos and Practice

When operating this policy Hatton Academies Trust uses the following accepted Governmental definition of extremism which is:

'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; and/or calls for the death of members of our armed forces, whether in this country or overseas'.

There is no place for extremist views of any kind in our Trust, whether from internal sources – pupils, staff or Directors and Academy Representatives, or external sources – school community, external agencies or individuals. Our pupils see our academies as safe places where they can explore controversial issues safely and where our teachers encourage and facilitate this – we have duty to ensure this happens.

As a Trust we recognise that extremism and exposure to extremist materials and influences can lead to poor outcomes for children and so should be addressed as a safeguarding concern as set out in this policy. We also recognise that if we fail to challenge all extremist views we are failing to protect our pupils.

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.

Therefore, in all Trust academies we will provide a broad and balanced curriculum, delivered by skilled professionals, so that our pupils are enriched, understand and become tolerant of difference and diversity and also to ensure that they thrive, feel valued and not marginalised.

Furthermore, 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 pupils may themselves reflect or display views that may be discriminatory, prejudiced or extremist, including using derogatory language. This includes the distribution of leaflets or putting up of posters on an academy site(See Appendix 4).

Any prejudice, discrimination or extremist views, including **derogatory language, displayed by pupils or staff will always be challenged** and where appropriate dealt with in line with each academy's Behaviour Policies for pupils and the Hatton Academies Trust Code of Conduct for staff. Where misconduct by a teacher is proven using the Trust Staff Disciplinary Policy and Procedures, the matter will be referred to the Teacher Regulation Agency (TRA) for their consideration as to whether to a Prohibition Order is warranted.

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

- Disclosures by pupils of their exposure to the extremist actions, views or materials of others outside of school, such as in their homes or community groups, especially where pupils have not actively sought these out.
- Graffiti symbols, writing or art work promoting extremist messages or images.
- Pupils accessing extremist material online, including through social networking sites via online safety and classroom management software.
- Parental schools, local authority services, and police reports of issues affecting pupils in other schools or settings.
- Pupils 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 exclusive to, gender, disability, homophobia, race, colour or culture.
- Attempts to impose extremist views or practices on others.
- Anti-Western or Anti-British views.

Our Trust academies will closely follow any locally agreed procedure as set out by the Local Authority and/or Northamptonshire Safeguarding Children Partnership agreed processes and criteria for safeguarding individuals vulnerable to extremism and radicalisation.

4. Recognising the indicators of vulnerability to radicalisation including online radicalisation

There is no such thing as a "typical extremist": those who become involved in extremist actions come from a range of back grounds and experiences, and most individuals, even those who hold radical views, do not become involved in extremist activity.

Pupils may become susceptible to radicalisation through a range of social, personal and environmental factors – it is known that extremists exploit vulnerabilities in individuals to drive a wedge between them and their families and communities. It is vital that Trust 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 Education Need – students/pupils may experience difficulties with social interaction, empathy with others, understanding the consequences of their actions and awareness of the motivations of others.
- More critical risk factors could include;
  - Being in contact with extremist recruiters;
  - Accessing extremist websites, especially those with a social networking element;
  - Possessing, showing an interest in or accessing extremist literature;
  - Using extremist narratives and a global ideology to explain personal disadvantage;
  - Justifying the use of violence to solve societal issues;
  - Targeting a 'perceived other' of some kind (perhaps based on gender or another protected characteristic), but do not otherwise identify with one particular terrorist ideology or cause - for example, involuntary celibates (incels) who direct their anger mainly at women
  - Joining or seeking to join extremist organisations; and
  - Significant changes to appearance and/or behaviour;

- o Experiencing a high level of social isolation resulting in issues of identity crisis and/or personal crisis
- o Showing an interest in multiple extremist ideologies at the same time
- o Obsession with massacre, or extreme or mass violence, without specifically targeting a particular group - for example, high school shootings
- o Showing an interest in conspiracy theories which can act as gateway to radicalised thinking, common themes include:
- o Religious or ethnic superiority
- o Showing and interest in antisemitism or misogny
- o Displaying anti-establishment and anti-LGBT grievances

Online radicalisation

Pupils are at risk of accessing inappropriate and harmful extremist content online. There is a rapid proliferation of terrorist content online and the internet has become the preferred avenue for those searching for terrorist propaganda. This could include downloading or sharing terrorist material, which could be a criminal offence.

The internet and social media make spreading divisive and hateful narratives to millions of people easy. The barriers that existed with in-person terrorist group activity in the past have been removed to be replaced with an online environment which is built for ease of access.

Extremist and terrorist groups and organisations use social media (for example, apps, forums, blogs, chat rooms) to identify and target susceptible individuals.

You do not need to be an online expert to understand when a learner is at risk of harm. You should deal with harmful online behaviour in the same way as offline activity.

Concerns that a pupil is being radicalised online

Radicalisation is like grooming. Whether this happens online or offline, staff should treat it in the same way. Any learner who uses the internet can be at risk of online abuse. Staff need to be aware of the risks and talk to learners about staying safe online.

Any prejudice, discrimination or extremist views, including derogatory language, displayed by pupils or staff either in person or online will always be challenged and where appropriate dealt with in line with the academy's Behaviour Policy for pupils and the Hatton Academies Trust Code of Conduct for staff.

We will ensure that all of our staff are equipped to recognise extremism and are skilled and confident enough to challenge it. All staff will receive Prevent training and radicalisation and extremism will be an integral part of annual staff safeguarding training.

When any member of staff has concerns that a pupil may be at risk of radicalisation or involvement in terrorism, they should speak with the Designated Senior Lead, Principal or CEO. Staff should complete the Prevent Duty Incident Log and record on CPOMS (appendix 5).

We will help support pupils who may be vulnerable to such influences as part of our wider safeguarding responsibilities and where we believe a pupil is being directly affected by extremist materials or influences we will ensure that that pupil is offered assistance.

Additionally in such instances our trust will seek external support from local Prevent staff, the police and local authorities.

5. The Curriculum and 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 our academies 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 and "Guidance on promoting fundamental British values in schools" DfE 2014.

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. 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. In doing so we will apply the 'key ingredients' for success as set out in Appendix 1, and we will apply the methodologies set out in that document following the three broad categories of:

- Making a connection with young people through good [teaching] design and a pupil centred approach.
- Facilitating a 'safe space' for dialogue, and
- Equipping our pupils with the appropriate skills, knowledge, understanding and awareness for resilience.

Therefore this approach will be embedded within the ethos of our Trust so that pupils know and understand what safe and acceptable behaviour is in the context of extremism and radicalisation. This will work in conjunction with our Trust's approach to the spiritual, moral, social and cultural development of pupils and will include the sound use of assemblies to help further promote this rounded development of our pupils.

Our goal is to build mutual respect and understanding and to promote the use of dialogue not violence as a form of conflict resolution. We will achieve this by using a broad and balanced curriculum, for example

- Fully meeting the requirements of preparing our young people for life in modern Britain
- Citizenship and PSHE programmes
- Open discussion and debate
- Work on anti-violence and a restorative approach addressed throughout the curriculum
- Develops critical thinking e.g. critical appraisal of sources, internet resilience, identifying propaganda.
- Focused educational programmes and a curriculum audit to ensure coverage

- Pastoral support
- Work on community cohesion, tolerance and anti-violence.

Staff should respond assertively to all incidents of disrespectful language and immature attitudes e.g. towards homosexuality, race, religion, gender; both in lessons and in all day to day interaction with pupils.

We will also work with local partners, families and communities in our efforts to ensure our academies understand and embrace our local context and values in challenging extremist views and to assist in the broadening of our pupil's experiences and horizons. We will help support pupils who may be vulnerable to such influences as part of our wider safeguarding responsibilities and where we believe a pupil is being directly affected by extremist materials or influences we will ensure that that pupil is offered mentoring. Additionally in such instances our school will seek external support from local Prevent staff, the police and local authorities.

6. Use of External Agencies and Speakers

Hatton Academies Trust encourages the use of external agencies or speakers to enrich the experiences of our pupils, however we will positively vet those external agencies, individuals or speakers who we engage to provide such learning opportunities or experiences for our pupils.

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

- Any messages communicated to pupils are consistent with the ethos of the trust and do not marginalise any communities, groups or individuals
- Any messages do not seek to glorify criminal activity or violent extremism or seek to radicalise pupils 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 pupils
- Activities are carefully evaluated by academies to ensure that they are effective
- Staff should follow the guidance in the Trust Visiting Speaker's Policy (see Appendix 2)
- Staff should complete the HAT Visiting Speakers Risk Assessment form (Appendix 3)

We recognise, however, that the ethos of our Trust is to encourage pupils 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 pupils recognise risk and build resilience to manage any such risk themselves where appropriate to their age and ability but also to help pupils develop the critical thinking skills needed to engage in informed debate.

All visitors to trust academies must be carefully vetted and subject to our usual safeguarding checks. In addition, no visiting speaker will be left alone with pupils and there should always be at least one trust staff member present for any talk or discussion.

7. Whistle Blowing

Where there are concerns of extremism or radicalisation pupils and staff will be encouraged to make use of our internal systems to Whistle Blow or raise any issue in confidence. Please refer to Hatton Academies Trust Whistle Blowing Policy.

8. Procedures for staff

Staff should treat concerns regarding extremism and radicalisation as a child protection concern and they should speak with the Designated Senior Lead, Principal or CEO. Staff should complete the Prevent Duty Incident Log and record on CPOMS (appendix 5). . Staff 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 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).

Therefore all adults working at Hatton Academies Trust (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 to the Designated Safeguarding Lead (DSP) or Principal.

The DSP will then consider referral as part of the Prevent Strategy. Channel is a key element of the Prevent Strategy and assesses the vulnerability of individuals of being drawn into terrorism. Channel is about early intervention to protect and divert people away from risk. There is a preliminary assessment by the Channel Police Practitioner and then possible referral to a multi-agency panel.

9. Training

In-service training on Safeguarding and Child Protection will be organised for all staff, Directors, and Academy Representatives annually and will comply with the prevailing arrangements agreed by the Local Authority and the Northamptonshire Safeguarding Children Partnership and will, in part, include training on extremism and radicalisation and its safeguarding implications.

The Designated Safeguarding Lead will attend local training courses as necessary and the appropriate inter-agency training organised by the Northamptonshire Safeguarding Children Partnership at least every two years, again this will include training on extremism and radicalisation and its safeguarding implications.

Staff are encouraged to undertake the online Channel course at:

https://www.elearning.prevent.homeoffice.gov.uk

10. Recruitment

The arrangements for recruiting all staff, permanent and volunteers, to our trust will follow guidance for safer recruitment best practice in educational settings, including, but not limited to, ensuring that DBS checks are always made at the appropriate level, that an online social media check is undertaken, references are always received and checked and that we complete and maintain a single central record of such vetting checks.

We will apply safer recruitment best practice principles and sound employment practice in general and in doing so will deny opportunities for inappropriate recruitment or advancement. We will be alert to the possibility that persons may seek to gain positions within our academies so as to unduly influence our trust's character and ethos. We are aware that such persons seek to limit the opportunities for our pupils thereby rendering them vulnerable to extremist views and radicalisation as a consequence.

Therefore, by adhering to safer recruitment best practice techniques and by ensuring that there is an ongoing culture of vigilance within our trust and staff team we will minimise the opportunities for extremist views to prevail.

11. Role of the Board of Directors

The Board of Directors will undertake appropriate training to ensure that they are clear about their role and the parameters of their responsibilities, including their statutory safeguarding duties.

The Board of Directors will support the ethos and values of the trust academies and will support them in tackling extremism and radicalisation.

Details of our Board of Directors will be published on our trust and academy websites to promote transparency.

In line with the provisions set out in the DfE guidance 'Keeping Children Safe in Education', January 2023, the Board of Directors will challenge the individual academy's senior leadership team on the delivery of this policy and monitor its effectiveness. This will be led on behalf of the Board of Directors by the CEO of the Trust.

The CEO will review this policy (every two years) and may amend and adopt it outside of this timeframe in accordance with any new legislation or guidance or in response to any quality assurance recommendations pertaining to the delivery of this policy and the overall safeguarding arrangements made.

12. Policy Adoption, Monitoring and Review

This policy was considered and adopted by the Board of Directors in line with their overall duty to safeguard and promote the welfare of children as set out in the DfE guidance "Keeping Children Safe in Education, January 2023".

Parents will be issued with a copy of this policy on request. This policy will also be made available to parents via the Trust and each academy websites.

The CEO and Academy Principals will actively evaluate the effectiveness of this policy by monitoring the staff group's understanding and application of the procedures within this policy as their overall duty to safeguard children.

This policy will be monitored through reports to the Trust CEO.

13. Further Reading

"Prevent duty guidance: Guidance for specified authorities in England and Wales" HM Government 2023

"The Prevent duty: an introduction for those with safeguarding responsibilities" DfE September 2023

"Promoting fundamental British values as part of SMSC in schools" DfE November 2014.

"Character Education" DfE November 2019

Appendix 1. Teaching Approaches to Help to Build Resilience to Extremism Among Young People

Taken from: "Teaching approaches that help to build resilience to extremism among young people" J Bonnell et al. DfE Research report DFE-RR119 May 2011.

PUSH FACTORS – factors that push an individual/ make an individual vulnerable to extremist messages

Lack of excitement; frustration

Lack of *sense* of achievement – seen as significant. 'lack of purpose' // Confidence in the future, life goals.

Lack of an outlet for views.

Gaps in knowledge or understanding of Islam – both young people and their parents

Sense of injustice

Actual or perceived humiliating experiences. (including bullying, racial discrimination as well as perceived humiliating experiences. Perhaps linked closely to sense of injustice)

Exclusion – lack of belonging to peer or community networks, associations etc.

Below the line: factors that are out of scope of this study

Disruptive home life.

Disaffection with wider societal issues

KEY INGREDIENTS

Teacher confidence in many cases it will be the use of existing teaching skills and methods which may well be the most effective approach. From prison settings, staff who are more confident in their abilities tend to perform much better even though they have not received specialist training

Teacher attitudes and behaviours

- Willingness to admit you don't know
- Acknowledging controversial issues exist
- Awareness that I have a role to play
- Willingness to turn to others for help when you don't know about something

Specific knowledge:

- Understanding other cultures and religions as well as alternative values and beliefs (whilst being careful to avoid 'othering')
- Knowledge of an alternative values framework

Teaching practice/pedagogy:

- Boosting critical thinking (seeing through propaganda, singular messages etc)
- Helping to see multiple perspectives
- Using multiple resources/methods
- Embedding or sustaining dialogue following specialist interventions.
- Enabling students to tackle difficult issues.

- Linking school work to the wider community
- Drawing evidence from across the curriculum
- Developing in young people a sense of multiple identities. help young people become aware of, and comfortable with, multiple personal identity

Other factors

Support from senior leaders

Pupil support processes

PULL FACTORS - Factors that draw young people into extremist messages

Charismatic/confident individuals (recruiters).

Networks/sense of belonging

Broader community views which enable or do not oppose extremism.

Persuasive, clear messages. Exploiting knowledge gaps

Sense of dignity and importance and loyalty

Exciting (non-teaching) activities.

Sense of purpose in life

OPM®

Appendix 2. Visiting Speaker Policy

We live in an open society where there exists a free exchange of opinions and viewpoints. An education should prepare students to enter this arena equipped with critical thinking skills and the ability to express themselves. This policy is not an attempt to stifle the discussion of controversial issues but rather it is an attempt to provide a framework within which that discussion will neither cause polarization of the community nor concern among parents and teachers.

It is the policy of The Trust that the use of outside/community speakers will be encouraged when it is based on prior approval of the Principal and is appropriate for the level and course content. Every effort will be made to provide a balance of viewpoints when dealing with potentially controversial issues or candidates for public office. Teachers will ensure that the presentation (or any follow-up to the presentation) is consistent with the approved programmes and policies and the promotion of fundamental British values.

Staff members shall adhere to the following guidelines:

1. This policy should be read in conjunction with our safeguarding policy and what it has to say about the supervision of visitors and protecting young people from extremism and those who hold extremist views. However, we also have a duty to develop the resilience of young people to extremist views, by well managed discussion and the interrogation of extremist ideology.

2. The teacher who desires to have a guest speaker shall make a formal request verbally and in writing to the Principal. As part of the request, the teacher will include the speaker's name, the topic to be addressed, the credentials of the speaker, the tie to the curriculum, as well as the date of the presentation and the class periods to be addressed. Each request should be made five school days prior to the date of the proposed speaker's presentation. If the topic is potentially controversial, the request must be made at least ten school days prior to the presentation.

3. If the topic is deemed by the teacher or Principal as potentially controversial, parents/guardians must be notified in writing five school days prior to the date of the presentation. Notification must include the speaker's name, topic to be addressed, tie to the curriculum, credentials of the speaker, date of the presentation, and class periods to be addressed. To allow a student to participate, the parent/guardian must sign the bottom of the notice and return it to school. The student will not participate without the signed permission of the parent/guardian.

4. Students may only invite guest speakers when a member of staff assumes responsibility for the speaker and follows the requirements of this policy.

5. All guest speakers must follow the school's policies on diversity and equality and refrain from any comments, including humorous comments, which do not uphold our values. In particular, racist, sexist, homophobic, anti-disability comments must not occur.

6. Teachers shall select speakers and topics appropriate to the age and level of the students.

7. Teachers shall select speakers and topics which are congruent with the curriculum of the course.

8. When using an outside/community speaker, primary responsibility for the instruction and supervision of students is retained by the teacher.

9. Except in the context of managed debate, speakers should not explicitly promote political parties.

10. In the event a request for an outside/community speaker is denied, the teacher may request a meeting with the Principal. The meeting shall be held no later than five school days from the date of the request for the meeting. In the event that the teacher is not satisfied with the findings of the Principal, the teacher may request a review of the denial with the CEO.

11. If a student is involved in inviting an outside/community speaker into the classroom or school, the student must make a formal request in writing to the teacher who will be sponsoring the presentation. The teacher will then follow the process as outlined.

12. In the event that a parent/carer has a grievance following any speaker presentation, they are requested to follow the Trust's Complaints Procedure. Full details of this are on the Trust and individual Academy websites.

13. Violations of the policy are subject to review by the CEO and/or Board of Directors.

Appendix 3. HAT Visiting Speakers Risk Assessment

This form is to be completed before and after the visit. A copy should be sent to the Principal and CEO. This checklist can also be used to help evaluate the suitability of venues or speakers on educational visits, or organisations and groups running events for pupils on school premises. This checklist is designed to be used alongside other Academy policies, such as:

- Visiting speaker policies
- Safeguarding policies
- Curriculum policies

Any concerns raised by steps 1-9 should be discussed with the Academy Principal before proceeding.

	Vetting procedures	Notes
1.	How did the academy find the speaker?	
2.	Has the speaker been used before? If yes and there are no concerns please go to section 10.	
3.	Was he/she recommended by a trustworthy person/organization?	
4.	Does the academy have the speaker's cv?	
5.	Does the speaker have appropriate DBS checks in place?	
6.	Does an internet search about the speaker raise any concerns?	

7.	Can the speaker provide references of other schools where he/she has spoken? What is the feedback from those referees?	Yes/No
8.	Have you discussed the Academy's expectations with the speaker?	
9.	Do they understand the purpose of their visit and any rules the Academy has in place?	

10. Visitor/Speaker details

Curriculum Area	
Year Group(s)	
Nature/topic of the visit	
Date of the visit	

11. Aims of the Visit/Talk

Aim of the visit (please tick all that apply)	
	Improve subject engagement
	Raise self-esteem/improve personal or social skills
	Improve attitudes to learning
	Promote British Values
	Contribute to the development of spiritual, moral, social and cultural (SMSC) education
	Enrich the curriculum
	Other (please list):

12. Pre-visit assessment

Why do you think that the speaker/visitor is necessary or beneficial? Note any evidence you have (e.g. observations on behavior, learning observations, or progress and attainment information)

13. Post-visit assessment

Reassesses the evidence above. Have there been any changes?

14.

Would you recommend this speaker/visitor again? Why or why not?

Appendix 4. Leaflet, Posters and Sundry Materials Policy

HAT has in place this policy to protect the safety, security and privacy of Academy property, as well as to protect the Academy's environment and values by managing the distribution of leaflets, placement of posters and removal of unauthorised posters.

Permission to distribute leaflets
If you are a staff member, or student or outside agency wishing to apply for permission to distribute leaflets, allowing at least 5 working days, email the Principal providing the following information:

- Date
- Time
- Number of leaflets
- Explanation as to why you feel leafleting is the most suitable way of spreading your message, having read the guidelines below.

Each application will be considered on its own merit. Approval will depend on the nature of the goods or services advertised, the timing of the distribution in relation to other School activities and the number of other applications previously approved for the same period. The decision of the CEO or their representative is final.

Permission to display posters
The Academy has limited space for posters to be displayed. To apply to have your poster placed in these noticeboards please contact the Principal or their representative.

Each request will be considered on its own merit. Approval will depend on the nature of the goods or services advertised, the timing of the distribution in relation to other Academy activities and the number of other applications previously approved for the same period. There may be a small charge made for the display of posters.

Terms and Conditions
- The subject matter advertised on any leaflet or voucher must not promote any unlawful activity, contravene any local or national legislation or be likely to cause offence.
- Leaflet distributors must only hand out leaflets at the location or in the area that has been approved by the Principal or their representative.
- Leaflet distributors must not enter any Academy parking area for the purpose of depositing leaflets or vouchers on motor vehicles.
- Leaflet distributors must only hand out leaflets to individuals and not deposit them singly or in bulk in any location.
- Any leaflets handed out, and later dropped in the same area in which the distributor has been authorised to operate, must be collected and disposed of by the distributor.
- Distributors will be requested to cease their activities immediately if any leaflets fail to comply with any of the above or are distributed out with the spirit of this policy i.e. that do not protect the aesthetic nature or environment or values of the Trust.
- The Trust reserves the right to refuse permission, without reason, to any individual, club or society applying to distribute leaflets or place posters on/in a Trust Academy.

Disregard for this policy, or actions leading to a situation which may cause harm or endanger those on the school site, may lead to the Academy taking formal action against the advertised company, individuals or Club/Society involved.

Appendix 5. Prevent Duty Incident Log

Academy _____

Name of Child _____

Date of Birth _____

Name of Parent/Carer _____

Address of Child _____

_____

Action Taken
Date

Follow up
Date

Signatures

Staff Member/Teacher   Senior Designated Person

_____   _____

Date: Date: