



Preventing Extremism and Radicalisation Policy

Updated: 12-17
Prepared by: JH/SCC

Next Review: 12-18
Approved by: Governors

This Policy applies throughout the School from the EYFS to Year 6.

Aim

At The Cavendish School we ensure through our School's core values, rules, curriculum and teaching that we promote tolerance and respect for all cultures, faiths and lifestyles. The Governors also ensure 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 pupils' welfare. We have a duty to prepare our pupils for life in modern Britain and to keep them safe. This Policy is part of our commitment to keeping our pupils safe.

Background

Since the Education and Inspections Act 2006 schools have a duty to promote community cohesion. Recently, global events have led to a growth of extremist viewpoints, including advocacy of violent extremism. Schools have an important part to play both in educating children and young people about extremism and in recognising when pupils start to become radicalised.

The Prevent Duty

Section 26 of the Counter-Terrorism and Security Act 2015 (the Act) places a duty on certain bodies ('specified authorities' listed in Schedule 6 to the Act), in the exercise of their functions, to have "*due regard to the need to prevent people from being drawn into terrorism*". From 1st July 2015, all schools and registered childcare providers are subject to this duty and must have regard to the statutory guidance.

The Prevent strategy 2011 has three specific strategic objectives:

- To respond to the ideological challenge of terrorism and the threat we face from those who promote it
- To prevent people from being drawn into terrorism and ensure that they are given appropriate advice and support
- To work with sectors and institutions where there are risks of radicalisation that we need to address

Two important concepts in Prevent are 'extremism' and 'radicalisation'. It is argued that terrorist groups often draw on extremist ideology, developed by extremist organisations. Some people who join terrorist groups have previously been members of extremist organisations and have been radicalised by them.

Definitions

‘Extremism’ is defined in the Prevent strategy 2011 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.”*

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

‘Fundamental British values’ are democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs.

What does the Prevent Duty mean for schools?

Sections 36 to 41 of the Act place a duty on local authorities to establish panels known as Channel panels whose role it is to assess the extent to which identified individuals are vulnerable to being drawn into terrorism and, following a referral from the police and where considered appropriate and with necessary consent having been obtained, arrange for support to be provided to those individuals. Channel panels will include the local authority and chief officer of the local police. Schools are listed in the Act as partners of the Channel panel with the requirement that they will co-operate with the Channel panel in the carrying out of its functions and with the police in undertaking an initial assessment as to whether a referral is appropriate.

In order to fulfil the Prevent Duty, schools must be able to identify pupils who may be at risk of radicalisation and know what to do when they are identified. Protecting pupils from the risk of radicalisation should be seen as part of the wider safeguarding responsibilities of schools and it is similar in nature to protecting pupils from other harms, whether these come from within their families or are the product of outside influences. This Policy therefore must be read in conjunction with the School’s Safeguarding and Child Protection Policy.

Schools must also build resilience to radicalisation by promoting fundamental British values and enabling pupils to challenge extremist ideologies. Complying with the Prevent Duty should not stop schools debating controversial issues. On the contrary, schools should provide a safe space where pupils can develop an understanding of the risks associated with terrorism and develop the knowledge and skills to challenge extremist arguments.

There are four general duties placed on schools:

1) Risk assessments

Schools are expected to assess the risk of their pupils being drawn into terrorism, including support of extremist ideas that are part of a terrorist ideology, based on a general understanding of the risks affecting young people in their area and a specific understanding of how to identify individual pupils at risk and offer support.

2) Working in partnership

Schools are expected to continue to work with Local Safeguarding Boards, Community Safety Partnerships and local Prevent Leads.

3) Staff training

Schools are expected to provide Prevent awareness training to help staff identify pupils at risk of radicalisation and to challenge extremist ideology.

4) IT policies

Schools are expected to have suitable levels of filtering to prevent access to material that promotes terrorism and extremist ideologies. Compliance with the Prevent Duty falls within schools' responsibility to teach E-safety.

How is the Prevent Duty discharged at The Cavendish School?

1) Risk Assessments

The majority of our pupils come from London Boroughs which are identified by the Home Office as Prevent Priority areas, which means that the risk of them being drawn into terrorism is potentially significant. The Headteacher, the Governors and the Designated Safeguarding Lead (DSL) will assess the level of risk within the School and will put actions in place to reduce that risk, in accordance with their roles as set out below. Such a risk may be posed by any messages of violent extremism including, but not restricted to, those linked to Islamist ideology, to Far Right / Neo Nazi / White Supremacist ideology, Irish Nationalist and Loyalist paramilitary groups, or extremist Animal Rights movements.

The risk to individual pupils is monitored through our pastoral structure and in particular by the teaching staff who take into account all the vulnerability factors and patterns of behaviour detailed below. Attendance monitoring plays an important part in assessing vulnerability.

We remain alert to the possibility of staff or volunteers becoming radicalised and watch out for signs of this (e.g. reports from members of the School community). All visiting speakers are vetted to check they are not a risk.

This risk will be reviewed annually as part of our annual Safeguarding review.

2) Working in Partnership

The School works closely with the Camden Safeguarding Children Board and with the Community Safety team and its Prevent Co-ordinator.

3) Staff Training

As part of the annual INSET on safeguarding, staff receives appropriate training on relevant aspects of the Prevent Duty, including how to identify pupils at risk of being drawn into terrorism, how to challenge extremist ideologies and what to do if staff become concerned about a pupil being drawn into terrorism. The Headteacher, the Designated Safeguarding

Lead (DSL) (Prevent Lead) and the Deputy Designated Safeguarding Lead (DDSL) have completed online Prevent Awareness training available at:

http://course.ncalt.com/Channel_General_Awareness/01/index.html

Workshop on Raising Awareness of Prevent (WRAP) training by the local authority will be completed by at least the DSL (Prevent Lead) and the DDSL. This will be disseminated to all relevant staff. All teaching staff and 'front line' workers will undertake basic online training to help them understand the issues of radicalisation, enable to recognise the signs of vulnerability or radicalisation and know how to refer their concerns. This information also forms part of induction safeguarding training. Staff are updated as necessary in weekly safeguarding briefings. The DSL (Prevent Lead) is the first source of advice for staff on all matters related to the Prevent Duty.

4) IT Policies

The internet provides children and young people with access to a wide-range of content, some of which is harmful. Extremists use the internet, including social media, to share their messages. The strict filtering systems used in our School blocks inappropriate content, including extremist content. Searches and web addresses are monitored and the ICT Manager will alert the Senior Management Team where there are concerns and prevent further access when new sites that are unblocked are found. Where staff, pupils or visitors find unblocked extremist content they must report it to the Senior Management Team. We ensure that pupils and staff know how to report internet content that is inappropriate or of concern.

We are aware that children and young people have access to unfiltered internet when using their mobile phones and staff are alert to the need for vigilance when pupils are using their phones.

The School's Computing and Acceptable Use Policy and E-Safety Policy refer to preventing radicalisation and related extremist content. Pupils are asked to sign an internet contract annually to confirm they have understood what is acceptable. Staff sign an acceptable use agreement on appointment.

E-safety is delivered through both IT and PSHCE lessons. There is also an E-safety Co-ordinator who is responsible for all matters of E-safety and keeps a log of incidents and reports annually to the Governors. The Deputy Head (Pastoral) has responsibility for the issuing of sanctions to pupils.

In addition, to fulfil its Prevent Duty, the School undertakes to:

- 1) Maintain and review annually robust safeguarding policies which take in to account the policies and procedures set out by Camden Safeguarding Children Board and incorporate due regard to the Prevent Duty.
- 2) Conduct due diligence checks on staff, groups or individuals seeking to hire or use School premises, on visitors to School, particularly visiting speakers and on contractors working on the School site.

- 3) Actively promote fundamental British values as part of the School's wider PSHCE programmes as well as within other subject areas and assemblies.
- 4) Ensure that no political indoctrination takes place in any of the School's curricular or extracurricular activities and that pupils are always exposed to a balanced presentation of political issues.
- 5) Ensure that pupils are resilient to radicalisation and are prepared to challenge extremist ideology by providing a safe environment for the discussion of sensitive issues, helping pupils to understand how they can participate in decision-making.

Roles and Responsibilities

Role of the Governors

It is the role of the Governors to ensure that the School meets its statutory duties with regard to preventing radicalisation.

Role of the Headteacher

It is the role of the Headteacher to:

- Ensure that the School and its staff are responsive to the responsibility for 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
- Ensure that staff undertake appropriate training that equips them with the skills to identify and respond appropriately to concerns regarding extremism and radicalisation

Role of Designated Safeguarding Lead (DSL)

It is the role of the DSL to:

- To be the first point of contact for parents and guardians, pupils, teaching and non-teaching staff and outside agencies in matters relating to Prevent
- Oversee and co-ordinate the School's implementation of the Prevent Duty
- To undergo appropriate training (including WRAP)
- 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
- To maintain an ongoing training programme on Prevent-related issues for all staff
- Act as the Single Point of Contact (SPOC) for the Prevent referral process
- 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 Camden Safeguarding Children Board and the police to establish what advice and support they can provide and their assessment of the general level of risk for the local area and the profile of the School

- To keep appropriate records of Prevent-related incidents
- Report to the Headteacher and the Governors on these matters

The School's DSL (Prevent Lead) and SPOC is Isobel Boyt. The DDSL is Jacqueline Peacock

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.

Safer Recruitment

We are alert to the possibility that individuals may seek to gain positions within our School so as to unduly influence our Schools character and ethos. We are aware that such individuals seek to limit the opportunities for our pupils thereby rendering them vulnerable to extremist views and radicalization as a consequence. We seek to minimise the opportunities for extremist views to prevail by ensuring 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* (September 2016). Vetting and barring checks are undertaken on relevant people, including Governors and volunteers.

External Agencies

We recognise the role that external agencies and speakers can play in enhancing the learning experiences of our pupils. Where we use external agencies and individuals in this way, we will positively vet them to ensure that their messages are consistent with, and not in opposition to, the School's values and ethos. We recognise, however, that it is in accordance with the ethos of our School to encourage pupils to understand opposing views and ideologies, appropriate to their age, understanding and abilities, and to be able to engage with them in informed debate, and we may use external agencies or speakers to facilitate and support this.

We 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 School and do not marginalise any communities, groups or individuals
- Any messages do not seek to condone criminality or justify 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 to ensure that they are effective

Visitors

Any external agencies or visitors to the School are made aware of our safeguarding and child protection policies on arrival at the School and are given information about what to do if they are concerned about any aspect of pupil welfare.

Visitors who are invited to speak to pupils must be vetted prior to the invitation being issued to them and are informed about our preventing extremism policy. 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 pupils without a member of staff being present.

Staff must not invite speakers into School without first obtaining permission from the Headteacher. Prior to a speaker visiting the School, staff must complete the Visiting Speakers Checklist. Following a speaker visiting the School, staff must complete the Visiting Speakers Evaluation Form (Appendices 1 and 2 to the School's Visitors and Visiting Speakers Policy).

Lettings policy

The School is alert to the possibility that out-of-hours hire of the School premises may be requested by people wishing to run an extremist event. The School does not accept bookings from individuals or organisations that are extremist in their views. When an agreement is made to allow non-School groups or organisations to use the School premises, appropriate checks will be made before agreeing the contract. Usage will be monitored and in the event of any behaviour not in keeping with this Policy, the School will terminate the arrangement and, if necessary, contact the police.

How to spot a pupil vulnerable to radicalisation

Vulnerability assessment

“There is no single route to terrorism nor is there a simple profile of those who become involved. For this reason, any attempt to derive a ‘profile’ can be misleading.” (Channel Guidance). The *Channel vulnerability assessment framework* (October 2012) suggests 22 indicators. The framework involves three dimensions: engagement, intent and capability.

Engagement with a group, cause or ideology (‘psychological hooks’)

- Feelings of grievance and injustice
- Feeling under threat
- A need for identity, meaning and belonging
- A desire for status
- A desire for excitement and adventure
- A need to dominate and control others
- Susceptibility to indoctrination
- A desire for political or moral change
- Opportunistic involvement
- Family or friends involvement in extremism

- Being at a transitional time of life
- Being influenced or controlled by a group
- Relevant mental health issues

Intent to cause harm or readiness to use violence

- Over-identification with a group or ideology
- ‘Them and Us’ thinking
- Dehumanisation of the enemy
- Attitudes that justify offending
- Harmful means to an end
- Harmful objectives

Capability to cause harm

- Individual knowledge, skills and competencies
- Access to networks, funding or equipment
- Criminal Capability

Some pupils will be more vulnerable to be influenced by others because of the existence of one or more factors, which may include:

- An identity crisis, involving an individual’s distance from their cultural/ religious heritage, including peer/family/ faith group rejection
- A personal crisis, including family tension/ social isolation/ friendship issues
- Personal circumstances, such as migration, experience of racism
- Unmet aspirations
- Criminality
- Experience of poverty, disadvantage, discrimination or social exclusion

The following are further risk indicators:

- Racist graffiti/symbols/comments made in School
- Speaking out or writing in favour of extremist ideas in school work
- Extreme comments shared on social media
- Erratic attendance patterns, including travel for extended periods of time to international locations known to be associated with extremism
- Distribution of extreme or terrorist propaganda among other pupils
- Association with those known to be involved in extremism (including via the internet)
- A significant shift in the child/ young person’s behaviour or outward appearance, particularly involving conflict with his/her family and/or faith group
- A simplistic or flawed understanding of religious/ political/ global issues
- A significant adult or other in the child/ young person’s life who has extremist views or sympathies

Critical risk factors include:

- Contact with extremist recruiters
- Articulation of support for extremist causes/ leaders
- The possession of extremist literature
- Using extremist narratives and a global ideology to explain personal disadvantage
- Justifying the use of violence to solve societal issues
- Membership of extremist organisations

All staff and in particular pastoral staff need to be alert to the signs described above in their interactions with pupils. Monitoring of attendance is a crucial part of detecting potential radicalisation.

Challenging extremist ideologies

“All terrorist groups have an ideology. Promoting that ideology, often through the internet, facilitates radicalisation and recruitment. Challenging ideology and disrupting the ability of terrorists to promote it is a fundamental part of Prevent. In addressing ideological issues, we also need to be very clear about our purpose and method. The great majority of people in this country find terrorism repugnant and will never support it. Work to challenge ideology should not try to change majority opinion because it does not need changing. Our purpose is to reach the much smaller number of people who are vulnerable.”
(Prevent Guidance)

The School ensures that no political indoctrination takes place at School and that pupils are always exposed to a balanced presentation of political views both in lessons, and in extracurricular activities. The School has a vetting procedure for visiting speakers and has due regard to the Prevent duty in its lettings policy.

The School also builds resilience to radicalisation by providing a broad and balanced curriculum that promotes the spiritual, social, moral and cultural development of pupils and within this, fundamental British values and by providing a safe environment where pupils can discuss sensitive issues and learn how to participate in decision making. The RE curriculum scheme “Awareness, Mystery and Value” promotes mutual respect and tolerance of different faiths and beliefs. Pupils will be taught in PSHCE the information and skills to keep safe from harm of all types and who to turn to for help. In addition the PSHCE curriculum will continue to challenge students to be critical of media, including social media and provide key counter-narratives to extremist ideology. The School will continue to encourage learning through diversity by promoting the objectives of the Equalities Act 2010.

Promoting critical thinking skills across all subjects remains central to challenging any form of extremism.

If staff encounter expressions of extremist ideology in their lessons, they should challenge the views and correct any factual misconceptions, however it is very important that this is done in a non-judgmental way that encourages further dialogue. Therefore, it is advisable to engage the student with open questions, using conditional rather than absolute language. This can either be done during the class discussion or on a one-to-one basis after the lesson has finished.

What to do when there are concerns about a pupil

Concerns about a pupil being vulnerable to radicalisation and extremism should be reported promptly following the usual procedures as detailed in the Safeguarding and Child Protection Policy. Staff should bring their concerns to the attention of the DSL (Prevent Lead) in the first instance but are also entitled to contact the LADO or the Prevent Co-ordinator at the Camden Community Safety Team directly

Records will be kept by the DSL of all concerns and she will liaise with outside agencies as appropriate in line with the Safeguarding and Child Protection Policy. For pupils perceived to be at immediate risk of harm, the LADO will be contacted immediately. For pupils who show early signs of being vulnerable to radicalisation and who need further support, the School will make a Channel panel referral, in consultation with the LADO and the Prevent Co-ordinator in the Community Safety Team.

If a pupil is suspected or identified as already engaged in illegal terrorist related activity, they will be reported to the police. The following are useful contact numbers:

- Anti-Terrorist Hotline: (9)0800 789 321
- Crime stoppers: (9)0800 555 111
- Relevant police force: (9)101

Staff and governors may also use the DfE dedicated helpline and mail box for non-emergency advice:

- (9)020 7340 7264
- counter-extremism@education.gsi.gov.uk

Counter Terrorism Focus Desk

- 020 8733 6992
- www.nactso.gov.uk

Whistleblowing

Where there are concerns of extremism or radicalisation, pupils, staff and Governors will be encouraged to make use of our internal systems to whistleblow or to raise any issues in confidence in accordance with the School's Whistleblowing Policy

Statutory Guidance

The duty to prevent children and young people from being radicalised is set out in the following documents.

Counter-Terrorism and Security Act 2015:

<http://www.legislation.gov.uk/ukpga/2015/6/contents>

Prevent strategy 2011:

<https://www.gov.uk/government/publications/prevent-strategy-2011>

Revised Prevent Duty Guidance (March 2015):

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/445977/3799_Revised_Prevent_Duty_Guidance_England_Wales_V2-Interactive.pdf

Department for Education (DfE) guidance *Keeping Children Safe in Education* (September 2016):

<https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>

Working Together to Safeguard Children:

<http://www.workingtogetheronline.co.uk/index.html>

Non-statutory Guidance

The Prevent duty: departmental advice for schools and childcare providers (June 2015):

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/439598/prevent-duty-departmental-advice-v6.pdf

DfE guidance: Improving the spiritual, moral, social and cultural (SMSC) development of pupils: supplementary information: Departmental advice for independent schools, academies and free schools (November 2014):

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/380396/Improving_the_spiritual_moral_social_and_cultural_SMSC_development_of_pupils_supplementary_information.pdf

Resources

<http://www.educateagainsthate.com/>

HM Government: Introduction to Prevent e-learning package (April 2016)

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

London Grid for Learning: Counter Extremism Narratives and Conversations

<http://counterextremism.lgfl.org.uk/index.html>

DfE: Teaching approaches that help to build resilience to extremism (May 2011)

<https://www.gov.uk/government/publications/teaching-approaches-that-help-to-build-resilience-to-extremism-among-young-people>

Childnet: Trust Me Resource (May 2016)

www.childnet.com/trustme

The following document draws together information on the wide range of support available from local authorities, health services and third sector providers, to help in supporting pupils, staff, and wider communities including families following major incidents such as those in Manchester in May 2017 and London in June 2017.

<https://www.gov.uk/guidance/manchester-attack-may-2017-support-for-people-affected>

Related Policies

- Aims of The Cavendish School
- Anti-bullying Policy
- Behaviour Policy
- Code of Conduct for Adults in Supervision of Cavendish School Pupils Who Are Not Employees of the School
- Code of Conduct for School Employees
- Computer Studies and Acceptable Use Policy
- Curriculum Policy
- Equal Opportunities Policy
- E-Safety Policy
- Personal, Social Health and Citizenship Education (PSHCE) Policy
- Risk Assessment Policy
- Safeguarding and Child Protection Policy
- Safeguarding Information for Volunteers
- Staff Recruitment Policy
- Supervision of Pupils Policy
- Teaching and Learning Policy
- Visitors and Visiting Speakers Policy
- Whistleblowing Policy