



Preventing Extremism and Radicalisation Policy

Updated: 03-24
Prepared by: KED/JOH/TZL

Next Review: 06-26
Approved by: Governors

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

Contact names	
Designated Safeguarding Lead (DSL)	Josie Hodgson safeguarding@cavendish-school.co.uk
Deputy Designated Safeguarding Leads (DDSL's)	Maryam Khadim and Callum Moore safeguarding@cavendish-school.co.uk
Head	Taryn Lombard head@cavendish-school.co.uk
Chair of Governors	Alice Gotto Mark Webster Contact via the School Office

Third party contacts	
Our school follows the safeguarding protocols and procedures of our Safeguarding Partners	Camden Safeguarding Children Partnership https://cscp.org.uk/ NB referrals should be made to the Local Authority where the child lives, not the Local Authority where the school is situated – please check the pupil's postcode and their Local Authority.
Local Authority children's social care referral team(s)	Camden MASH 020 7974 3317 Haringey MASH 020 8489 4592 Barnet MASH 020 8359 4066 Westminster MASH 020 7641 4000 Islington MASH 020 7527 7400 Hackney FAST 020 8356 5500 City of London Children and Families Team 020 7332 3621 Brent Health Safeguarding Children Team 020 8937 4300 Hammersmith & Fulham Family Services 020 8753 6600 Kensington & Chelsea Social Services 020 8753 6600
Local Authority Prevent Lead	LB Camden: 020 7974 2010 prevent@camden.gov.uk Prevent Education Officer: Jane Murphy 020 7974 1008

Local Authority Designated Officer for child protection	Allegations Against Staff and Volunteers should be directed to LB Camden (NBH Hampstead is based in Camden). The Chief LADO and Principal social worker for children Camden is Jacqueline Fearon. <i>To make a referral, complete the LADO Agency reporting form and email this to the LADO mailbox LADO@camden.gov.uk The mailbox is regularly checked by the LADO and who will contact the referrer as soon as possible to discuss the case and decide what action to take. In cases where it is necessary to speak directly to the LADO, call 020 7974 4556 and ask to speak to the LADO. Referrers may reach a voicemail message and be asked to leave a message but this will be returned as soon as possible. It is advised in the first instance to email.</i>
Local Authority's out of hours contact numbers	LB Camden Out of Hours Tel: 020 7974 4444
Online safety contact officer	Camden: Jenni Spencer Tel: 020 7974 2866
Where there is a risk of immediate serious harm to a child a referral should be made to children's social care immediately by the DSL. If a child is in immediate danger, ring 999.	
Local Police Emergency	999
Local Police Non-emergency	101

National contacts	
NSPCC 24/7 Helpline	Tel: 0808 800 5000 Email: help@nspcc.org.uk
DfE Prevent Helpline for schools & parents	Tel: 020 7340 7264 (non-emergency) Email: Counter.extremism@education.gsi.gov.uk
The Lucy Faithfull Foundation (LFF)	Tel: 0800 1000 900 Email: help@stopitnow.org.uk www.parentsprotect.co.uk
National Bullying Helpline	Tel: 0300 323 0169/0845 22 55 787
CrimeStoppers	Tel: 0800 555 111
National Counter-terrorism Security Office	Tel: 0800 789 321 (confidential hotline) Tel: 020 7931 7142 (main switchboard) https://www.protectuk.police.uk/

See the Safeguarding and Child Protection Policy and Procedure for further sources of support and advice.

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.

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

- Prevent Duty Guidance: for England and Wales (2023)
- Keeping Children Safe in Education (September 2023, as amended)
- Working Together to Safeguard Children (2023, as amended)
- Counter Terrorism & Security Act (2015, as amended)
- The Prevent duty: an introduction for those with safeguarding responsibilities (2023)
- The Use of Social Media for on-line radicalisation (July 2015, as amended)

Non-statutory guidance

- Understanding and identifying radicalisation risk in your education setting (2023)
- Promoting fundamental British values as part of SMSC in schools: Departmental advice for maintained schools (DfE 2014, as amended)
- How Social Media is used to encourage travel to Syria and Iraq (Home Office)

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.

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.

‘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.

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

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 pupil's behaviour or outward appearance, particularly involving conflict with their family and/or faith group
- A simplistic or flawed understanding of religious/political/global issues
- A significant adult or other in the pupil'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.

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 relevant local authority safeguarding children team directly. The local authority safeguarding children team in Camden is the Children and Families Contact Service (formerly known as Multi-Agency Safeguarding Hub). 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 local authority safeguarding children team. If a pupil is suspected or identified as already engaged in illegal terrorist related activity, they will be reported to the police.

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 should 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.

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 Head, 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 and their materials 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 relevant local authority safeguarding children partnerships and with the relevant local authority community safety teams and their Prevent co-ordinators from whom they can seek advice, support and guidance and draw on multi-agency expertise to support pupils at risk of harm via, for example, social media and the internet.

3) Staff training

As part of the annual INSET on safeguarding, staff receive 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 Head, the Designated Safeguarding Lead (DSL) (Prevent Lead) and the Deputy Designated Safeguarding Leads (DDSLs) have completed online Prevent awareness training.

All teaching staff and 'front line' workers will undertake basic training to help them understand the issues of radicalisation, enable them 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 regular safeguarding briefings. The DSL (Prevent Lead) is the first source of advice and support to staff on protecting pupils from the risk of radicalisation.

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 block inappropriate content, including extremist content. Searches and web addresses are monitored by the DSL and IT Manager who will alert the Senior Leadership 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 DSL/IT Manager. We ensure that pupils and staff know how to report internet content that is inappropriate or of concern.

The School's IT and Acceptable Use Policy and Online Safety Policy refer to preventing radicalisation and related extremist content. Pupils are asked to sign an Acceptable Use Agreement annually to

confirm they have understood what is acceptable. Staff sign an acceptable use agreement on appointment.

Online safety is delivered through both Computer Studies and PSHE lessons. There is also an Online Safety Co-ordinator who is responsible for all matters of online 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 the relevant local Safeguarding Children Board and incorporate due regard to the Prevent Duty.
- 2) Conduct due diligence checks on staff, other adults who work with our pupils, groups or individuals seeking to hire or use School premises, on visitors to School, particularly visiting speakers.
- 3) Actively promote fundamental British values as part of the School's wider PSHE 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.

The role of the curriculum

We work to ensure that our pupils are skilled and equipped to be resilient and resist involvement in extreme or radical activities. Therefore, we recognise the need to build resilience in our pupils to make them less vulnerable. Our curriculum includes learning around threat and risk and online radicalisation.

We will therefore provide a broad and balanced curriculum within which we aim to support pupils Spiritual, Moral, Social and Cultural development (SMSC). SMSC development is promoted through all our subjects, including the ethos of our School where development of positive attitudes and values is central to everything we do.

Values underpinning public life in the UK have been summarised as democracy, the rule of law, individual liberty, mutual respect, and the tolerance of those with different faiths and beliefs. It is important that our pupils understand this through different approaches using a balanced and broad curriculum. This supports our pupils to be responsible citizens and prepares for an adult life living and working in Britain, which is diverse and changing. Our School will ensure the promotion of British values and that these efforts are inclusive and promote unity between pupils, parents/carers and the local community.

As a School, we aim to develop and nurture these by:

- Planning a vibrant, engaging assembly programme with core ethical values and beliefs at its heart
- A well-structured Personal, Social, Health and Economic education programme which addresses the requirements of the programmes of study (looking at Democracy, Freedom, the rule of law, Human Rights and responsibilities) as such as our pupils are able to access
- A broad and balanced curriculum which addresses many of these core values across a range of subject areas
- A Code of Conduct which is regularly referred to and communicated with pupils and staff, reiterating that we are a school community built on mutual respect and understanding
- Having a rigorous commitment to pupil safety (for example: risk assessments for educational visits policy and procedures, Safeguarding procedures, Code of Conduct and Health and Safety procedures)

Teaching approaches

The Cavendish School strives to eradicate the assumptions that can lead to some young people becoming alienated and disempowered. In our School, this will be achieved by good teaching, primarily via PSHE.

We will ensure that all of our teaching approaches help our pupils build resilience to extremism and give pupils a positive sense of identity. 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. We will do this through:

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

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 also work with local partners, families and communities in our efforts to ensure our school understands and embraces our local context and values in challenging extremist views and to assist in the broadening of our pupils' experiences and horizons.

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. The Governing Body of our School undertakes appropriate training to ensure that they are clear about their role and the parameters of their responsibilities as Governors, including their statutory safeguarding duties.

Role of the Head

It is the role of the Head 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 the Prevent Duty
- Oversee and co-ordinate the School's implementation of the Prevent Duty
- To undergo appropriate training
- 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 relevant local 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 Head and the Governors on these matters

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. Vetting and barring checks are undertaken on staff and other adults that work with our pupils, including peripatetic teachers, club supervisors, 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

All visitors to the School are made aware of our safeguarding and child protection policies upon arrival at the School and are given information about what to do if they are concerned about any aspect of pupil welfare. Volunteers and visiting speakers are provided with our Safeguarding Information for Volunteers & Visiting Speakers prior to arrival.

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 Head or Senior Deputy Head (Strategy & Operations). Prior to a speaker visiting the School, staff must complete the Visiting Speakers Checklist and ensure that any material to be shared with pupils is vetted. Following a speaker visiting the School, staff must complete the Visiting Speakers Evaluation Form (Appendix 1 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.

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 promotes mutual respect and tolerance of different faiths and beliefs. Pupils will be taught in PSHE the information and skills to keep safe from harm of all types and who to turn to for help. In addition, the PSHE curriculum will continue to challenge pupils 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 pupil 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.

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.

Prevent Duty Guidance (2023):

<https://www.gov.uk/government/publications/prevent-duty-guidance/revised-prevent-duty-guidance-for-england-and-wales>

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

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

Working Together to Safeguard Children (2023):

<https://www.gov.uk/government/publications/working-together-to-safeguard-children--2h>

Counter-Terrorism and Security Act 2015:

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

The Prevent duty: an introduction for those with safeguarding responsibilities (2023):

<https://www.gov.uk/government/publications/the-prevent-duty-safeguarding-learners-vulnerable-to-radicalisation/the-prevent-duty-an-introduction-for-those-with-safeguarding-responsibilities>

DfE guidance: *The use of social media for online radicalisation: a briefing note for schools* (July 2015)

<https://www.gov.uk/government/publications/the-use-of-social-media-for-online-radicalisation>

Non-statutory guidance

Understanding and identifying radicalisation risk in your education setting:

<https://www.gov.uk/government/publications/the-prevent-duty-safeguarding-learners-vulnerable-to-radicalisation/understanding-and-identifying-radicalisation-risk-in-your-education-setting>

Promoting fundamental British values as part of SMSC in schools: Departmental advice for maintained schools:

<https://www.gov.uk/government/publications/promoting-fundamental-british-values-through-sm-sc>

How Social Media is used to encourage travel to Syria and Iraq:

https://assets.publishing.service.gov.uk/media/5a7f64ac40f0b6230268f3a8/How_social_media_is_used_to_encourage_travel_to_Syria_and_Iraq.pdf

Resources

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

HM Government: Introduction to Prevent e-learning package:

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

Teaching approaches that help to build resilience:

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

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
- Contractor Policy
- Curriculum and Teaching & Learning Policy
- Equal Opportunities Policy for Employees
- Equal Opportunities Policy for Pupils
- IT and Acceptable Use Policy
- Online Safety Policy
- Personal Social Health and Economic Education (PSHE) Policy
- Risk Assessment Policy
- Safeguarding and Child Protection Policy
- Safeguarding Information for Volunteers and Visiting Speakers
- Staff Safer Recruitment Policy
- Supervision of Pupils Policy
- Visitors and Visiting Speakers Policy
- Whistleblowing Policy