



**THE CEDARS
SCHOOL**

Preventing Extremism & Radicalisation Policy

I Introduction

- 1.1** The Cedars School is committed to providing a secure environment for pupils, where children feel safe and are kept safe. All adults at our school 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.
- 1.2** In adhering to this policy, and the procedures therein, staff and visitors will contribute to our delivery of the outcomes to all children, as set out in s10 (2) of the Children Act 2004¹. This Preventing Extremism and Radicalisation Policy is one element within our overall school arrangements to safeguard and promote the welfare of all children in line with our statutory duties.
- 1.3** This Policy also draws upon the guidance contained in the "London Child Protection Procedures", DfE Guidance "Keeping Children Safe in Education" September 2016 and "The Prevent duty" June 2015, as well as other resources including "The use of social media for on-line radicalisation", "Learning Together to be Safe", "Prevent: Resources Guide", "Tackling Extremism in the UK", "Teaching Approaches that help Build Resilience to Extremism among Young People" and Peter Clarke's Report of July 2014.

2 School Ethos and Practice

- 2.1** This Policy follows the 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.'*
- 2.2** There is no place for extremist views of any kind in our school, whether from internal sources – pupils, staff or governors, or external sources - school community, external agencies or individuals. Our pupils see our school as a safe place where they can explore controversial issues safely and where our teachers encourage and facilitate this – we have a duty to ensure this happens.
- 2.3** As a school 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

¹ (T)he physical, mental health and emotional well-being of children; the protection of children from harm and neglect; the education, training and recreation of children; the contribution made by them to society; and their social and economic well-being.

safeguarding concern as set out in this policy. We also recognise that if we fail to challenge extremist views we are failing to protect our pupils.

- 2.4** 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.
- 2.5** Therefore, 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 do not feel marginalized.
- 2.6** 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.
- 2.7** 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 our Behaviour Policy for pupils and the Code of Conduct for staff. Where misconduct by a teacher is proven the matter will be referred to the National College for Teaching and Leadership for their consideration as to whether to a Prohibition Order is warranted.
- 2.8** As part of wider safeguarding responsibilities school 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
 - Parental reports of changes in behaviour, friendship or actions and requests for assistance
 - Partner 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
- 2.9** Our school will closely follow any locally agreed procedure as set out by the Local Authority and/or the Croydon Safeguarding Children Board's agreed processes and criteria for safeguarding individuals vulnerable to extremism and radicalisation.
- 2.10** In line with 'The Prevent duty' advice, the following measures will be taken:

- a) The school will assess the risk of children being drawn into terrorism, including support for extremist ideas that are part of terrorist ideology.
- b) The school will work in partnership with the Croydon LSCB, other external agencies and parents for the purposes of promoting the welfare of children. We will assist and advise families who raise concerns and point them to the right support mechanisms.
- c) The school will assess staff training needs in the light of our assessment of the risk. The Designated Safeguarding Leads will read the full guidance document as part of their awareness training.
- d) The school will ensure that the necessary IT policies are in place so that children are safe from terrorist and extremist material when accessing the internet in schools. Suitable filtering is also in place.
- e) We will build pupils' resilience to radicalisation by providing a safe environment for debating controversial issues and help them to understand how they can influence and participate in decision-making, using resources such as the 'Educate against hate' website.

3 Teaching Approaches

- 3.1** 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 school 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).
- 3.2** We will ensure that all of our teaching approaches help our pupils build resilience to extremism and give them 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.
- 3.3** 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 follow 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.
- 3.4** Therefore this approach will be embedded within the ethos of our school 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 school's approach to the spiritual, moral, social and cultural (SMSC) development of pupils as defined in the Independent Schools Inspectorate Handbook and will include the use of assemblies to help further promote this rounded development of our pupils.
- 3.5** 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 encouraging open discussion and debate.

3.6 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 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 the Local Authority and/or local partnership structures working to prevent extremism.

3.7 At The Cedars we will promote the 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 others, regardless of their faith. We recognize our responsibility to keep our pupils safe and prepare them for life in modern Britain.

3.8 We will engage with families by discussing any concerns in relation to possible radicalisation with a child's parents, unless we have specific reason to believe that to do so would put the child at risk.

4 Use of External Agencies and Speakers

4.1 At The Cedars we encourage the use of external agencies and speakers to enrich the experience of our pupils. We will, however, ensure that all such speakers are vetted.

4.2 Such vetting is to ensure that we do not unwittingly use agencies that are inconsistent with the school's values and ethos.

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

- All messages communicated to pupils are consistent with the ethos of the school and do not marginalise any communities, groups or individuals; and
- No messages 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.

4.4 We recognise, however, the value of teaching pupils to understand opposing views and ideologies in a manner that is appropriate to their age, understanding and abilities. We also want them to be able to actively engage with them in informed debate, and we may use external agencies or speakers to facilitate and support this.

4.5 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 and develop the critical thinking skills needed to engage in informed debate.

5 Whistle Blowing

5.1 Where there are concerns of extremism or radicalisation, pupils and staff will be encouraged to make use of our internal systems to whistleblow or raise any issue in confidence. Pupils should refer to their form teacher, tutor, the Designated

Safeguarding Lead or the Head. Staff should refer to the Whistleblowing Policy and Staff Code of Conduct.

The Prevent Co-ordinator for Croydon is Carl Parker and he can be contacted by phone on 020 8726 6000 Ext. 88974 or by email on carl.parker@croydon.gov.uk. The Met Police Prevent Engagement Officer is Harvey Teague and he can be contacted on 020 8649 0142 or Harvey.B.Teague@met.pnn.police.uk. Alternatively, in non-emergency situations dial 101 or contact the DfE (Department for Education) on 020 7340 7264 or by email on counter.extremism@education.gsi.gov.uk. Our local police force can also be contacted on 020 8721 2467.

6 Child Protection

- 6.1** Please refer to our Child Protection & Safeguarding Policy for the full procedural framework on our Child Protection duties.
- 6.2** Staff at The Cedars are alert to the fact that, while 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 behaviour in terms of the 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 place a child at risk of harm. (These examples are for illustration and are not definitive or exhaustive). For any children identified as being at risk of radicalisation, the level of risk will be considered to identify the most appropriate referral, which could include Channel (a programme which focuses on providing support at an early stage to people who are identified as being vulnerable to being drawn into terrorism) or Children's Social Care, for example.
- 6.3** In addition to information sharing, if a staff member makes a referral to Channel, they may be asked to attend a panel to discuss the individual referred to, in order to determine whether support is required.
- 6.4** All adults working at The Cedars are required to report instances where they believe a child may be at risk of harm or neglect to the Designated Safeguarding Lead or the Head.

7 Recruitment

- 7.1** The arrangements for recruiting all staff, permanent and volunteers, to our school will follow our Safer Recruitment Policy, ensuring that DBS checks are always made at the appropriate level, that references are always received and checked, and that we complete and maintain a single central record of such vetting checks.
- 7.2** We will apply the principles of best practice in recruitment and in doing so will minimise the risk of inappropriate recruitment or advancement.
- 7.3** We will be alert to the possibility that persons may seek to gain positions within our school so as to unduly influence our school'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.

7.4 By ensuring that there is an ongoing culture of vigilance within our school, we will minimise the opportunities for extremist views to prevail.

8 Role of Governing Body

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

8.2 The Governing Body of our school supports the ethos and values of our school and will support the school in tackling extremism and radicalisation.

8.3 In line with the provisions set out in the DfE guidance 'Keeping Children Safe in Education', the governing body will challenge the school's senior management team on the delivery of this policy and monitor its effectiveness.

9 Monitoring and Review

9.1 The Head 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.

Signed: R Teague

This policy will be reviewed every 2 years	
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