



Preventing Extremism and Radicalisation Policy

Legal Status

The Counter-Terrorism and Security Act (2015) places a duty on our school to have due regard to the need to prevent people from being drawn into terrorism. We recognise that we are partners in the 'Channel Panels' that exist between the Local Authority and the chief officer of the local police.

- This policy complies with Part 2, paragraphs 5 (a) to (e) inclusive of the Education (Independent School Standards) (England) Regulations 2015), and other relevant and current regulations and any other guidance to which schools are obliged to have regard.
- In adhering to this policy, and the procedures therein, staff and visitors contribute to CERENE's delivery of the outcomes to all children, as set out in s10 (2) of the Children's Act 2004. 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.
- Our School's Preventing Extremism and Radicalisation Safeguarding Policy also draws upon the guidance contained in *Keeping Children Safe in Education (KCSIE)* (DfE: 2015); *Working Together to Safeguard Children (WT)* A guide to inter-agency working to safeguard and promote the welfare of children (HM Government: 2015 and also Resources 'Learning Together to be Safe', 'Prevent: Resources Guide', 'Tackling Extremism in the UK', DfE's 'Teaching Approaches that help Build Resilience to Extremism among Young People' and Peter Clarke's Report of July 2014 .

Applies to:

- The Whole School and all other activities provided by the school, inclusive of those outside of the normal school hours such as out of school care, after school activities and all staff (teaching and support staff) working in the school.

In our school the term 'staff', in the context of safeguarding, is inclusive of all staff and is also inclusive of students on placement, contractors, agency staff, volunteers and proprietors.

Related Documents:

- Safeguarding Children – Safer Recruitment Policy, Anti-bullying Policy, E-Safety Policy, Whistleblowing and Behaviour Management including Discipline, Sanctions

and Exclusions Policy, Personal Social Health and Economic (PSHE) education and Spiritual, Moral, Social and Cultural (SMSC) Education

Availability

This policy is made available to parents, staff and pupils in the following ways: via the School website, within the Policies Folder in the office, and on request a copy may be obtained from the School Reception.

Monitoring and Review:

- This policy will be subject to continuous monitoring, refinement and audit by the Head.
- The Proprietor or the headmaster undertakes a formal annual review of this policy for the purpose of monitoring and of the efficiency with which the related duties have been discharged, by no later than one year from the date shown below, or earlier if significant changes to the systems and arrangements take place, or if legislation, regulatory requirements or best practice guidelines so required.

Introduction

CERENE is committed to providing a secure environment for pupils, where children feel safe and are kept safe. All adults at CERENE 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. In adhering to this policy, and the procedures therein, staff and visitors contribute to the school's delivery of the outcomes to all children, as set out in s10 (2) of the Children's Act 2004. 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. We see it as our duty to prevent people from being drawn into terrorism.

Our School's Preventing Extremism and Radicalisation Safeguarding Policy also draws upon the guidance contained in the DfE Guidance 'Keeping Children Safe in Education, 2015'; and specifically DCSF Resources 'Learning Together to be Safe', 'Prevent: Resources Guide', 'Tackling Extremism in the UK', DfE's 'Teaching Approaches that help Build Resilience to Extremism among Young People' and Peter Clarke's Report of July 2014.

Purpose

The Purpose of this policy is to:

- Ensure that CERENE complies with all the relevant current legislation and other National Standards which govern this area of our work.
- Ensure the individuals in our care keep themselves and others in the wider community safe.
- Prevent the vulnerable young people in our care being exposed to radicalisation and extreme views
- Provide opportunities for individuals in our care to widen and develop their interpersonal skills by meeting and forming relationships with people from outside the establishment.

- Ensure that the welfare and safety of individuals in our care is a major consideration at all times.
- Ensure that arrangements are in place to deal with concerns which may be raised about an individual/s in our care.

School Ethos and Practice

When operating this policy CERENE 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 school, whether from internal sources – children, staff or external sources - school community, external agencies or individuals. Our children 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. 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 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 children.

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 children. Education is a powerful weapon against this; equipping children with the knowledge, skills and critical thinking, to challenge and debate in an informed way. Therefore, at CERENE we provide a broad and balanced tutorial programme, delivered by skilled professionals, so that our children are enriched, understand and become tolerant of difference and diversity and also to ensure that they thrive, feel valued and not marginalized. Furthermore, at CERENE we are aware that children can be exposed to extremist influences or prejudiced views from an early age which emanate from a variety of sources including the media, including via the internet, and at times children may themselves reflect or display views that may be discriminatory, prejudiced or extremist, including using derogatory language.

Any prejudice, discrimination or extremist views, including derogatory language, displayed by children or staff will always be challenged and where appropriate dealt with in line with our Disciplinary Policy for children and the Code of Behaviour for staff.

As part of wider safeguarding responsibilities staff are alert to:

- disclosures by children 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 children have not actively sought these out;
- graffiti symbols, writing or art work promoting extremist messages or images;
- children accessing extremist material online, including through social networking sites and excessive usage; parental reports of changes in behaviour, friendship or actions and requests for assistance;
- partner schools, local authority services, and police reports of issues affecting children in other schools or settings;

- children 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 and
- anti-Western or Anti-British views.

Our school closely follows the Brent Council Safeguarding Board agreed processes and criteria for safeguarding individuals vulnerable to extremism and radicalisation. In the event of concerns about a person becoming radicalised advice will be sought from the PREVENT office who have a panel which meets to address issues of individuals who have been identified as being at risk of radicalisation but have not committed any terrorism offence. This Panel meets when a referral has been made and referrals can be made by anyone. Senior management will also contact their local police for guidance if concerns have been raised around an individual in our care and be guided by them with regards to the next course of action. During any subsequent external investigation, for the individual to remain in our care, the senior management team will hold a focus meeting to identify risks and control measures that can be put in place to reduce that risk. They will decide if it is safe to keep the individual or whether they need to undertake a period of temporary exclusion. The safety of all the individuals in our care, our staff and the wider community is of paramount importance.

Teaching Approaches

We will all strive to eradicate the myths and assumptions that can lead to some children 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, this guidance and support be delivered in tutorials. We ensure that all of our support and approaches will help our children build resilience to extremism and give them a positive sense of identity through the development of critical thinking skills. We develop strategies and staff training to ensure that all of our staff are equipped to recognise extremism and are skilled and confident enough to challenge it. We are flexible enough to adapt our teaching approaches, as appropriate and address specific issues so as to become even more relevant to the current issues of extremism and radicalisation. In doing so we follow the three broad categories of:

- making a connection with children through positive engagement and a learner centered approach;
- facilitating a ‘safe space’ for dialogue and
- equipping our children with the appropriate skills, knowledge, understanding and awareness for resilience.

Therefore this approach will be embedded within the ethos of our school so that children 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 development of children.

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 an approach that includes:

- Citizenship programmes.
- Open discussion and debate.
- Work on anti-violence and a restorative approach to conflict resolution.
- Targeted programmes.

We 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 student's experiences and horizons. We help support children who may be vulnerable to such influences as part of our wider safeguarding responsibilities and where we believe a learner is being directly affected by extremist materials or influences we will ensure that that learner 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.

At CERENE we 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 children 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 children safe and prepare them for life in modern multicultural Britain and globally.

Use of External Agencies and Speakers

At CERENE we encourage the use of external agencies or speakers to enrich the experiences of our children, however we will positively vet those external agencies, individuals or speakers who we engage to provide such learning opportunities or experiences for our children. Such vetting is to ensure that we do not unwittingly use agencies that contradict each other with their messages or that are inconsistent with, or are in complete opposition to, our school's values and ethos. We must be aware that in some instances the work of external agencies may not directly be connected with the rest of the school curriculum so we need to ensure that this work is of benefit to children.

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

- any messages communicated to children are consistent with the ethos of the school 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 children through extreme or narrow views of faith, religion or culture or other ideologies;
- activities are matched to the needs of children;
- activities are carefully evaluated by schools to ensure that they are effective.

We recognise, however, that the ethos of our school is to encourage children 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 tutorial programme, augmented by the use of external sources where appropriate, we strive to ensure our children recognise risk

and build resilience to manage any such risk themselves where appropriate to their age and ability but also to help children develop the critical thinking skills needed to engage in informed debate.

Whistle Blowing

Where there are concerns of extremism or radicalisation Children and Staff will be encouraged to make use of our internal systems to Whistle Blow or raise any issue in confidence. They must inform the Head of School straight away (or if it relates to the Head of School inform Local

Authority Designated Officer whose contact details are on pages 1 and 2 of the child protection policy).

Child Protection

Staff at CERENE are 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 learner displaying risky behaviours 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 learner'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 in CERENE (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 or Principal. In CERENE our Safeguarding reporting arrangements are set out fully in our Safeguarding Policy.

Role of the Designated Safeguarding Lead

The Designated Safeguarding Lead: Herve Glasel

The Deputy Designated Safeguarding Lead: To be appointed

The Designated Safeguarding Lead works in line with the responsibilities as set out at Annex B of the DfE Guidance 'Keeping Children Safe in Education' which is detailed in the Safeguarding Policy. The Designated Safeguarding Lead is the focus person and local 'expert' for school staff, and others, who may have concerns about an individual child's safety or well-being and is the first point of contact for external agencies.

In line with Recommendation 2 of Peter Clarke's Report; In CERENE the role of the Designated Safeguarding Lead will be extended, at the appropriate time, to include the responsibilities of the PREVENT strand of the Government's counter-terrorism strategy.

Training

Whole school in-service training on Safeguarding is organised for staff at least every three years and will comply with the prevailing arrangements agreed by the Local Authority and the Brent Council Local Safeguarding Children Board and will, in part, include training on extremism and radicalisation and its safeguarding implications. The Designated Safeguarding Lead attends training courses as necessary and the appropriate inter-agency training organised by Brent Council Local Safeguarding Children Board, or similar courses from an accredited provider at least every two years. Again this will include training on extremism and radicalisation and its safeguarding implications.

Recruitment

The arrangements for recruiting all staff, permanent and volunteers, to our school will follow guidance for safer recruitment best practice in education settings, including, but not limited to, 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. We 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 are 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 children 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 school and staff team we will minimise the opportunities for extremist views to prevail.

Role of the Proprietor

The Proprietor undertakes appropriate training to ensure that he is clear about the role and the parameters of his responsibilities, including the statutory safeguarding duties. The Proprietor also support the ethos and values of our school and supports tackling extremism and radicalisation. In line with Recommendation 13 of Peter Clarke's report details will be published on our school website to promote transparency. In line with the provisions set out in the DfE guidance 'Keeping Children Safe in Education, 2015' the Proprietor will review this policy annually 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.

Vulnerability Factors

Engagement factors

1. Grievance/Injustice

Engagement with an extremist group, cause or ideology meets needs to express or act on feelings of anger, grievance or injustice.

2. Threat

The individual feels that their family, identity, culture or values are under threat and an extremist group or cause offers a vehicle to articulate these threats and defend against them.

3. Identity, meaning and belonging

The individual uses the group, cause or ideology to provide a clear sense of identity, meaning and belonging.

4. Status

Some individuals use extremist groups, causes or ideologies to provide a sense of status and superiority.

5. Excitement, comradeship or adventure

Some individuals use extremist groups, causes or ideologies to fulfil a desire for excitement, comradeship or adventure.

6. Dominance and control

Some individuals use extremist groups, causes or ideologies to dominate and control others.

7. Susceptibility to indoctrination

Some individuals accept the ideology, beliefs and doctrine of an extremist group or cause uncritically and without question.

8. Political/moral motivation

Engagement with an extremist group, cause or ideology is motivated by a desire to bring about political or moral change.

9. Opportunistic involvement

Engagement with an extremist group, cause or ideology can be motivated by self-interest rather than a political or moral cause.

10. Family and/or friends support extremist offending

Some individuals' engagement with an extremist group, cause or ideology can be supported or condoned by family or friends.

11. Transitional periods

Some individuals engage with an extremist group, cause or ideology at a transitional time in their lives.

12. Group influence and control

Some individuals are members of extremist groups that impose a significant level of influence and control over their behaviour and conduct.

13. Mental health

Mental health problems can contribute to individuals' engagement with groups, causes or ideologies.

Intent factors

14. Over-identification with a group, cause or ideology

Some individuals over-identify with a group, cause or ideology to the extent that they lose their own identity and sense of agency.

15. Them and Us thinking

Some individuals divide the world into an out-group of persecutors and an in-group of persecuted individuals with whom they identify and whose cause they have adopted.

16. Dehumanisation of the enemy

Individuals can dehumanise members of the out-group and believe they should be purged or punished.

17. Attitudes that justify offending

This factor applies where individuals hold attitudes or beliefs that support and justify offending on behalf of their group, cause or ideology.

18. Harmful means to an end

Individuals may be prepared to commit serious or significant harm to realise extremist goals.

19. Harmful objectives

Some individuals hold objectives that are inherently harmful.

Capability factors

20. Individual knowledge, skills and competencies

Some individuals have specific knowledge, skills and competencies to contribute to or commit offences that could cause serious and significant harm.

21. Access to networks, funding or equipment for terrorism

Some individuals have access to networks, funding or equipment that can help them support or commit a terrorist offence that could cause serious or significant harm.

22. Criminal capability

Where individuals have a criminal history, which can provide a level of capability for extremist offending.

'Key Ingredients' for successful teaching in the context of 'push' and 'pull' factors.

PUSH FACTORS- factors that push and individual/make an individual vulnerable to extremist messages	KEY INGREDIENTS	PULL FACTORS- factors that draw children into extremist messages
Lack of excitement; frustration	Teacher confidence in many cases it will be the use of existing teaching skills and methods which may well be the most effective approach	Charismatic/confident individuals (recruiters)
Lack of sense of achievement- seen as significant. 'Lack of purpose'/ confidence in the future, life goals.	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.	Networks/sense of belonging
Lack of an outlet for views	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	Broader community view which enable or do not oppose extremism
Gaps in knowledge or understanding for both children and their parents	Teaching practice/ pedagogy: Boosting critical thinking (seeing through propaganda, singular messages etc) Helping to see multiple perspectives Using multiple resources/methods	Persuasive, clear messages. Exploiting knowledge gaps

	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 children a sense of multiple identities, help children become aware of and comfortable with, multiple personal identity	
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		Factors that are out of scope with this study
Factors that are out of scope with this study	Factors that are out of scope with this study	Sense of dignity and importance and loyalty
Disruptive home life	Support from Senior Leaders	Exciting (non-teaching) activities
Disaffection with wider societal issues	Pupil support processes	Sense of purpose in life

Policy written in July 2016.

Policy reviewed in July 2017.