Preventing Extremism and Radicalisation Safeguarding Policy

Cherry Trees School

Last Review Date:		Autumn Term 2023
Next Review Date:		Autumn Term 2024
Committee:		Full Governing Board
Review Cycle:		1 YEAR
Statutory Policy:		No
Date	Version	Reason for change
15.03.2023	V1.0	New Policy Drafting – Cherry Trees School Policy
20.09.2023	V2.0	Scheduled Review

This policy is available on our school website and is available on request from the School Office. We also inform parents and carers about this policy when their children join our school and through our school newsletter.

The policy is available to all staff (including temporary staff and volunteers) via the induction process. In addition, all staff are provided with Part One of the statutory guidance: Keeping Children Safe in Education 2023

This policy will be reviewed in full by the Local Governing Board on an annual basis.

Index Page

1. Purpose and aims:

All schools are subject to a duty to have "due regard to the need to prevent people being drawn into terrorism" (Section 26, Counter Terrorism and Security Act 2015). This is known as The Prevent Duty and is part of our schools wider safeguarding obligations.

The Prevent Strategy is part of the overall counter-terrorism strategy, CONTEST. This aims to reduce the threat to the UK from terrorism by stopping people becoming terrorists or supporting terrorism. There are 3 elements:

1. Ideology – challenging ideology that supports terrorism and threats
2. Individual – preventing people being drawn into terrorism by ensuring appropriate advice and support.
3. Institution – supporting sectors and institutions where there are risks of radicalisation.

The main aims of this policy are to ensure that staff are fully engaged in being vigilant about radicalisation. Staff need to recognise that radicalisation 'could happen here', so they will work with professional organisations to ensure that our pupils are safe from harm.

All staff and governors at Cherry Trees School understand what radicalisation and extremism are, and the reasons for being vigilant in school.

2. Ethos and Culture

Cherry Trees School is committed to providing a secure environment for pupils, where children feel safe and are kept safe. All staff and volunteers working at Cherry Trees 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.

All staff seek to protect pupils against all extremism including, but not limited to, those linked to Islamist ideology, or to Far Right/Neo Nazi/White Supremacist ideology, Irish Nationalist and Loyalist paramilitary groups, and extremist Animal Rights movements. The school is also aware of the increased risk regarding the exploitation of vulnerable people, to involve them in terrorism or in activity in support terrorism. The normalisation of extreme views may also make pupils vulnerable to future manipulation and exploitation.

Exploitation and radicalisation will always be viewed as a safeguarding concern. Staff know that should they have any concerns, they should speak to the Designated Safeguarding Lead (DSL) as soon as is possible. A decision will then be made as to the next steps to be taken, which may involve contacting local services specific to Prevent.

3. Legislation, Guidance & Links to Other Policies

This 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 in Section 175 of the Education Act 2002 and should be read in conjunction with the Safeguarding Policy.

This Policy also draws upon the guidance contained in [The Revised Prevent duty Guidance](#) , [Making a Referral to Prevent guidance](#), and [KCSiE 23.](#)

This policy links to the following policies:

- Safeguarding Policy
- Anti-Bullying Policy
- Promoting British Values
- Behaviour Policy (including Anti-bullying)

4. Key Terms

Extremism is the vocal or active opposition to our fundamental values, including democracy, the rule of law, individual liberty and the mutual respect and tolerance of different faiths and beliefs. This also includes calling for the death of members of the armed forces.

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.

Vulnerability within Prevent, the word describes factors and characteristics associated with being susceptible to radicalisation. Increased vulnerabilities could include:

- Low mental health
- Personal / family experiences
- Victims of physical / sexual abuse
- Addictions to drugs or alcohol
- Learning difficulties
- Financial hardship
- Grievance against a political regime or movement
- A misinterpretation of religion.

5. Indicators of Radicalisation

Examples that a pupil may be engaged in an extremist group, cause or ideology, could include:

- The individual suddenly coming into money
- Expressing views in something they have had no previous interest in
- Secretive behaviour
- An introvert becoming an extrovert (this can work in both ways)
- Sudden changes in the way they dress
- Tiredness in class
- Unwarranted and aggressive behaviour
- Changes in friendship groups
- Becoming insular and distancing themselves from friends and social groups
- Reading politically motivated books and articles that they had no prior interest in

6. Recruitment and Staff Conduct

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 will apply safer recruitment best practice principles and sound employment practice in general and in doing so will deny opportunities for inappropriate recruitment or advancement.

We will be alert to the possibility that persons may seek to gain positions within our school so as to unduly influence our schools' character and ethos. We are aware that such persons seek to limit the opportunities for our pupils thereby rendering them vulnerable to extremist views and radicalisation as a consequence. Therefore, by adhering to safer recruitment best practice techniques and by ensuring that there is an ongoing culture of vigilance within our school and staff team we will minimise the opportunities for extremist views to prevail.

Referrals to the Staffordshire LADO Service will be made when appropriate as per statutory guidance and our Safeguarding Policy.

7. Staff Training

All staff, including temporary staff, and volunteers receive an induction, including the school's Safeguarding Policy and procedures. This will include information and guidance about our duty to prevent people from being drawn into terrorism. Please see **Appendix A** – Risk Assessment.

All staff at Cherry Trees School are trained in safeguarding annually and staff also complete the National Online Safety Prevent training. There are also e-updates from the DSL, relating to extremism and radicalisation.

Designated Safeguarding Leads and other senior leaders familiarise themselves with the updated Prevent Duty guidance: for England and Wales, especially paragraphs 57-76, which are specifically concerned with schools (and covers childcare).

8. Pupil Education

Cherry Trees School provides a safe environment for all pupils, allowing for debate, decision-making and respect. We promote spiritual, moral, social, and cultural development, along with fundamental British Values. Assemblies allow pupils to reflect upon current topics and world events and issues. We aim to develop resilience in our pupils, along with pupils feeling able to challenge should the pupil recognise something is not quite right.

All staff will strive to eradicate myths and assumptions that could lead to a pupil becoming alienated and disempowered. In our school this will be achieved by good teaching, primarily via PSHE; but also, through our approach to SMSC and British Values.

Our goal is to build mutual respect and understanding and to promote the use of dialogue not violence as a form of conflict resolution. We will achieve this by using a curriculum that includes:

- The SoSAFE! Programme – a visual teaching tool which enables learners to develop their abilities in managing and communicating about their relationships.
- 'Jigsaw' – a PSHE programme that connects the pieces of Personal, Social, Health and Well-being Education. The programme teaches children and young people emotional literacy, social and lifelong skills, RSE/RSHE and resilience in an age-appropriate manner.
- Emotional Coaching.
- Restorative approaches and strategies.
- Supportive sessions with PCSOs

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.

At Cherry Trees School 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 difference, especially those of a different faith or no faith. It is indeed our most fundamental responsibility to keep our pupils safe and prepare them for life in modern multi-cultural Britain and globally.

9. ICT Policies

Statutory guidance makes clear the need for schools to ensure that children are safe from terrorist and extremist material when accessing the internet in schools. Cherry Trees School ensure that suitable filtering is in place. Pupils attempting to access extremist materials will be locked out of the internet by the filter system. Names of pupils attempting access will be directed to the Designated Safeguarding Lead who will interview the pupils. Appropriate action will be taken and parents will be informed. Internet safety is integral to our ICT curriculum and is also be embedded in the curriculum.

10.   What happens if we have a concern?

Our school has a Prevent Single Point of Contact (SPOC) who is the lead within the organisation for safeguarding in relation to protecting individuals from radicalisation and involvement in terrorism: this is the DSL.

The SPOC for South Staffs is Maggie Quinn M.Quinn@sstaffs.gov.uk

If it is an emergency, the DSL will call 999.

If referring to the Prevent team, an email can be sent to prevent@staffordshire.pnn.police.uk.

The national police Prevent advice line is also available 0800 011 3764, in confidence, to share your concerns with our specially trained officers.
Prevent Referral Forms to be emailed to: ctu_gateway@westmidlands.police.uk

Enquiries/questions regarding referral forms contact WMCTU Prevent Hub 0121 251 0241

When you make a Prevent referral about a child or young person you should describe:
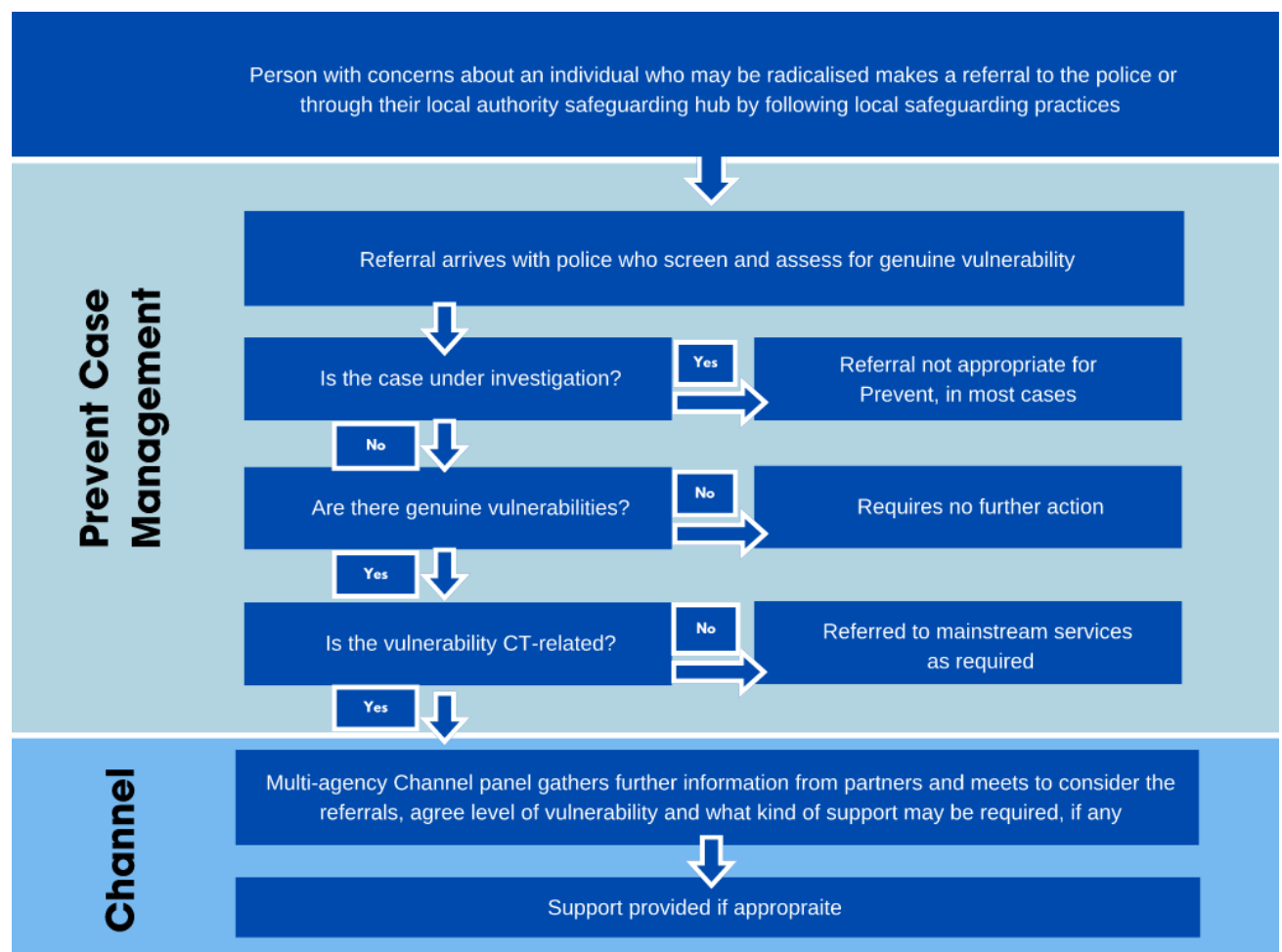
- how or why your organisation came to be concerned
- what happened if there was a specific event
- the indicators that something is wrong
- any sympathetic interest in hate crimes, extremism or terrorism - including any extremist ideology, group or cause, support for 'school shooters' or public massacres, or murders of public figures
- any worrying use of mobile phone, internet or social media and how you found this out
- any contact with groups or individuals that cause you concern, including who and how often, and why you're concerned
- any expression of wanting to cause physical harm, or threats of violence, including who to, when and what was said or expressed
- any additional need, disability or special educational need, including what they are and if they're known or suspected
- any other safeguarding concerns about the family, peer group or environment

- any discussions you've had with the child, young person or adult learner, parent or carer (if under 18)
- the parental or carer support (if known and under 18)
- what you're worried about, what may happen if the child, young person or adult learners' needs are not met and how will this affect them

The DSL will inform the parents/carers of the child that they will refer to the local authority unless by doing so this could put the child at further risk of harm. This does not mean that the DSL is accusing the child of a crime, it is about getting the right support for the child. If the parent does not consent to this happening, a referral can still happen providing there is a good reason and it will safeguard the child sooner.

The referral should be assessed within one day. If not, contact should be made to Children's Social Care. Counter Terrorism Police may assess the referral, which could take a further five days. Other agencies will also conduct their own assessments during this time. The DSL will work with other staff to support the child during this time.

Prevent Case Management

Person with concerns about an individual who may be radicalised makes a referral to the police or through their local authority safeguarding hub by following local safeguarding practices

Referral arrives with police who screen and assess for genuine vulnerability

Is the case under investigation? — Yes → Referral not appropriate for Prevent, in most cases

No ↓

Are there genuine vulnerabilities? — No → Requires no further action

Yes ↓

Is the vulnerability CT-related? — No → Referred to mainstream services as required

Yes ↓

Channel

Multi-agency Channel panel gathers further information from partners and meets to consider the referrals, agree level of vulnerability and what kind of support may be required, if any

↓

Support provided if appropraite

A decision may be taken to take the referral to the Channel Panel. This is a multi-agency panel, who will assess the risk to the pupil and decide to adopt the case, or not. Channel is a voluntary process, where support can be declined. If this happens, the pupil will be signposted to other services. If accepted, a decision will be made to either not support, support from other safeguarding services, or support from Channel. The DSL may attend the Channel Panel and be part of the process. Support offered could include family support programmes, targeted youth support, 1:1 counselling, behaviour support.

11. Lettings

The premises will not be hired out to extremist groups or those who popularise hatred or intolerance of those with protected characteristics. Please see Appendix A – Risk Assessment.

References:

Staffordshire Safeguarding Children Board procedures can be found on: www.staffsscb.org.uk

Ofsted Handbook 2024: School inspection handbook - GOV.UK (www.gov.uk)

Keeping Children Safe in Education 2023: Keeping children safe in education - GOV.UK (www.gov.uk)

Prevent Duty Awareness highlighted training: http://www.elearning.prevent.homeoffice.gov.uk/

UK Safer Internet Centre: www.saferinternet.org.uk

The Prevent Duty Guidance: Prevent duty guidance - GOV.UK (www.gov.uk)

Educate Against Hate: Educate Against Hate - Prevent Radicalisation & Extremism

ACT Early: ACT Early | Prevent radicalisation

Appendix A   RISK ASSESSMENT – EXTREMISM AND RADICALISATION

Location:	Cherry Trees School	Risk Assessment No	1	Assessor:	Laura Slinn
Signed:		Date of Risk Assessment	20 October 2021	Distribution:	All
Activity:	Prevention of Extremism and Radicalisation	Date of Review:	06/09/2023	Next Review Date:	Autumn Term 2024

Extremism is the vocal or active opposition to our fundamental values, including democracy, the rule of law, individual liberty and the mutual respect and tolerance of different faiths and beliefs. This also includes calling for the death of members of the armed forces.
Radicalisation refers to the process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups.

Since the publication of the **Prevent Strategy,** there has been an awareness of the specific need to safeguard children, pupils and families from violent extremism. There have been attempts to radicalise vulnerable children and pupils to hold extreme views including views justifying political, religious, sexist or racist violence, or to steer them into a rigid and narrow ideology that is intolerant of diversity and leave them vulnerable to future radicalisation.

Risk Area	Hazard	Individuals at Risk	Risk Low Medium High	Control Measures	Notes/Additional Controls	Residual Risk Low Medium High
Welfare and Safeguarding	Staff or other contracted providers (e.g. regular supply or agency staff) are not aware of the school procedure for handling concerns and or do not feel comfortable sharing issues internally	Pupils	**High**	• All staff to receive Prevent training, with e-updates circulated to all. • Contracted staff are made aware of the person to whom concerns are to be reported – DSL • Preventing pupils from being exposed to radicalisation or extremism is part of safeguarding policies and procedures i.e. Child Protection/Safeguarding & online Safety • Staff have received appropriate training and are familiar with our Safeguarding Policy and procedures. • Concerns are reported to the DSL/DDSL • Records are held of any referrals with an audit trail being maintained – regular monitoring by the DSL takes place	Part of Induction procedures	**Low**

/

Risk Area	Hazard	Individuals at Risk	Risk Low Medium High	Control Measures	Notes/Additional Controls	Residual Risk Low Medium High
Welfare and Safeguarding (Continued)	Pupils are radicalised by factors internal or external to the school	Pupils	**Medium**	• We have a range of activities to promote the spiritual, moral, social and emotional needs of pupils aimed at protecting them from radical and extremist influences • Staff deliver training to help pupils where possible to develop critical thinking around influence, social media, and other online safety • Staff and other adults working with pupils are challenged if opinions or language expressed are contrary to community cohesion or 'British values' • Staff are able to challenge pupils, parents or governors if opinions expressed are contrary to community cohesion or 'British values' • Staff are aware of local factors i.e. political views etc which might have an influence on pupils. The local demographics are also of note and potential right-wing influences will be monitored • Staff undertaking home visits are briefed on the signs to look out for around the home environment		**Low**
	School does not work with statutory partners and agencies and/or does not feel comfortable sharing extremism related concerns externally	Pupils	**High**	• We communicate regularly with statutory partners and agencies regarding a range of concerns • All staff are aware that concerns are reported to the DSL/DDSL • We have an appropriate internal process (MyConcern) in place for all child protection matters including extremism and the DSL is aware of how to expedite concerns to other agencies		**Low**

Risk Area	Hazard	Individuals at Risk	Risk Low Medium High	Control Measures	Notes/Additional Controls	Residual Risk Low Medium High
Curriculum and Learning	Pupils are exposed by school staff or contracted providers to messages supportive of extremism, terrorism or which contradicts 'British values'	Pupils	**Medium**	• We have appropriate whistleblowing procedures and a range of 'safeguarding' policies which are known and understood by staff, volunteers and regular contracted staff • Staff and other adults working with pupils are challenged if opinions or language expressed are contrary to community cohesion or 'British values' • Opportunities to promote 'British values' are clearly identified within all curriculum areas • Where possible areas of the curriculum e.g. PSHE are used for controlled and safe debate and discussion on radical or extreme issues and ideologies • We have appropriate filters in place which reduce the risk of pupils		**Low**
	Behaviours which harm the ability of different groups and individuals to learn and work together are left unchallenged	Pupils and Staff	**High**	• We promote equality in our day to day practices and interactions and through our policies and procedures which is understood by staff and others who regularly work in the setting • Pupils are taught about respect for other cultures and gain an understanding of community cohesion • Opportunities are created both within the environment and the curriculum to promote the setting's ethos and values • Displays and other literature available in school reflects and encourages diversity and community cohesion • Whole School Behaviour Policy and Anti-Bullying Policy include strategies and preventative measures • Inappropriate behaviour, language and attitudes are challenged by staff	Assemblies	**Low**

Risk Area	Hazard	Individuals at Risk	Risk Low Medium High	• Control Measures	Notes/Additional Controls	Residual Risk Low Medium High
						Low
Organisational Culture	Staff or contracted providers are not aware of/do not subscribe to the ethos and values of the school	Pupils and staff	**High**	• Senior Leadership Team are aware of the 'Prevent' Strategy and its objectives as it relates to both the national and local context and take steps to ensure that the overall values and ethos of the school reflect strategies to support the 'Prevent' duty • Clear awareness of roles and responsibilities regarding 'Prevent' exist across the school • Recruitment, selection and induction programmes exist which include reference to the ethos and values of the school • Staff development programmes include reference to 'British values' and to the promotion of community cohesion • Guidance and literature are available for staff on the 'Prevent duty' and local aspects of extremism and radicalisation • A process is in place to identify and develop 'lessons learned' identified either by us or by other organisations/advisors		
	Staff are unable to raise extremism related organisational concerns due to the lack of an appropriate whistleblowing procedure	Pupils and staff	**High**	• Appropriate whistleblowing procedures are in place and adults working with pupils are made aware of them • Records are kept of incidents which are reported to the DSL for consideration and, where appropriate, are referred on to the appropriate agency		**Low**
Visiting Speakers / Environment	Pupils/staff are exposed by visiting speakers to messages supportive of extreme ideologies or which contradict 'British values'	Pupils and staff	**Medium**	• Materials to be delivered by external speakers are discussed with the speaker prior to delivery • Visiting speakers are not left alone with pupils	Assemblies and class speakers	**Low**

Risk Area	Hazard	Individuals at Risk	Risk Low Medium High	Control Measures	Notes/Additional Controls	Residual Risk Low Medium High
Visiting Speakers / Environment (Continued)	Extremist or terrorist related material is displayed within the setting	Pupils / staff / others	**Medium**	• The appropriateness and relevance of all materials or literature are considered prior to display • Staff concerns are discussed with the DSL before materials are used • Requests for externally provided materials to be displayed are considered and, where appropriate, authorised by the Headteacher		**Low**
	School premises are used to host events supportive of extremism or which popularise hatred or intolerance of those with particular protected characteristics	All premises users	**Medium**	• Hire and lettings agreements include the fact that the premises will not be hired out to extremist groups or those who popularise hatred or intolerance of those with protected characteristics • Hire or lettings agreements include a notice period for hire i.e. short notice hires will not be authorised		**Low**
ICT and online study	Pupils access extremist or terrorist materials whilst using school networks	Pupils	**High**	• The ICT network has appropriate filters and monitoring which block sites which are deemed to be inappropriate • School has robust acceptable use procedures for both pupils and staff which include advice on inappropriate attempts to subvert the network • Email accounts of both pupils and staff are monitored for content on a regular basis • Pupils are encouraged to report to an adult any material which leaves them feeling worried or uncomfortable		**Low**

| ICT and online study (Continued) | Online/social media communications relating to extremist or terrorist materials feature school's branding | All | **High** | • We have oversight of, or administration rights for, all social media accounts set up by us | | **Low** |
| | Pupils access extremist or terrorist materials out of the school setting | Pupils | **High** | • Parents are provided with advice on where they can access information and support in relation to online extremism and radicalisation and how to help keep their children safe online
• Information sharing sessions are provided to pupils, staff and parents on staying safe online | | **Low** |

Additional Notes and further action required:

Appendix B – Teaching approaches to building resilience in children and young people

Push Factors	Key Ingredients	Pull Factors
Factors which push/make an individual vulnerable to extremist messages	**Teacher confidence and skills** in dealing with difficult and sensitive issues	Factors that draw young people into extremist messages
Lack of excitement, frustration	**Teacher attitude/behaviours** • Need to be able to admit that do not necessarily know the answers • Able to acknowledge that controversial issues/matters exist • Willingness to seek help when not sure what to do/how to assist • Understanding that they have a role to play re this agenda	Confident and charismatic recruiters
Lack of a sense of achievement seen as significant. Lacking purpose/confidence in the future/life goals.	**Specific knowledge** • Some understanding of other cultures and religions and belief systems • Knowledge of alternate values framework	Networks/sense of belonging
Lacking an outlet for views	**Teaching pedagogy** • Working with pupils to enable them to develop critical thinking skills (to be able to see through propaganda… • Enabling pupils to see multiple perspectives • Enabling pupils to deal with difficult situations • Utilizing multiple resources/methods • Working with young people to enable them to develop and have pride in sense of self and sense of having multiple identities • Linking school work with the wider community	Persuasive clear message which exploit knowledge gaps
Gaps in knowledge and or understanding of Islam both young people and their parents		Wider community views which promote extremist views or do not actively oppose extremism
A sense of injustice		
Actual or perceived humiliating experiences this may be linked to sense of injustice. The experiences may be of being bullied, put down etc		
Exclusion – a lack of belonging to peer/community networks, groups etc.		