Author	Judith Astwood		Target group	All employees, consultants and volunteers
Owner	CfBT Schools Trust			
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Tackling Extremism and Anti-Radicalisation Policy

Introduction

CfBT Schools Trust (CST) and Judith Kerr Primary School are fully committed to safeguarding and promoting the welfare of all its pupils. Every member of staff recognises that safeguarding against radicalisation and extremism is no different to safeguarding against any other vulnerability in today's society. The Tackling Extremism and Anti-Radicalisation Policy sets out our beliefs, strategies and procedures to protect vulnerable individuals from being radicalised or exposed to extremist views, by identifying who they are and promptly providing them with support.

The Prevent duty means this school has 'due regard to the need to prevent people being drawn into terrorism', under the Counter-Terrorism and Security Act 2015. The duty covers all types of extremism, whether political, religious or ideological and applies our school.

Links to other policies

The Tackling Extremism and Anti-Radicalisation Policy links to the following policies:

*   Child Protection and Safeguarding
*   Equality Policy
*   Anti-bullying Policy
*   Behaviour Policy
*   e-Safety Policy
*   Lettings Policy
*   Safer Recruitment
*   Curriculum Safety Policy
*   PSHE Policy

The following national guidelines should also be read when working with this policy:

*   CONTEST - The UK's Strategy for Countering Terrorism. June 2018 (which supersedes CONTEST 2011 and Prevent Strategy 2011)
*   PREVENT Duty Guidance for England and Wales, 2015
*   Keeping Children Safe in Education, 2018
*   Working Together to Safeguard Children, 2018
*   Channel Duty Guidance, 2015

Personnel

The Designated Safeguarding Lead for this school is: Marta Correia, Head

The Local Authority PREVENT contact is: Charlotte Kathe

They can be reached on: prevent@southwark.gov.uk or charlotte.kathe@southwark.gov.uk

Aims

This policy is intended to provide a framework for dealing with issues relating to vulnerability, radicalisation and exposure to extreme views. We recognise that we are well placed to be able to identify safeguarding issues and this policy clearly sets out how the school will deal with such incidents and identifies how the curriculum and ethos underpins our actions.

The objectives are that:

- All Local Governors, headteachers, teachers, teaching assistants, non-teaching staff and volunteers will have an understanding of what radicalisation and extremism are and why we need to be vigilant in school.
- All Local Governors, headteachers, teachers, teaching assistants, non-teaching staff and volunteers will know what the school policy is on tackling extremism and radicalisation and will follow the policy guidance swiftly when issues arise, ensuring that pupils/students are fully supported in the process.
- All pupils will understand the dangers of radicalisation and exposure to extremist views; building resilience against these and knowing what to do if they experience them.
- All parents/carers and pupils will know that the school has policies in place to keep pupils safe from harm and that the school regularly reviews its systems to ensure they are appropriate and effective.
- All students will be kept safe and will be supported appropriately, according to their needs.

The main aims of this policy are to ensure that staff are fully engaged in being vigilant about radicalisation; that they overcome professional disbelief that such issues will not happen here and ensure that we work alongside other professional bodies and agencies to ensure that our pupils are safe from harm.

Definitions and indicators

Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism leading to terrorism. (During that process, it is possible to intervene to prevent vulnerable people being drawn into terrorist-related activity.)

Extremism is vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual tolerance of different faiths and beliefs. It also includes calls for death of members to the British armed forces, whether in the United Kingdom or overseas.

There are a number of behaviours which may **indicate** a child is at risk of being radicalised or exposed to extreme views. These include:

Indicators of an identity crisis

- Distancing themselves from their cultural/religious heritage
- Uncomfortable with their place in society
- Changing style of dress or personal experience to accord with the group
- Conversation increasingly focussed on a particular (potentially extremist) ideology
- Possession of materials or symbols associated with an extremist cause
- Day-to-day behaviour becoming increasingly centred on an extremist ideology, group or cause
- Attempts to recruit others to the group/cause
- Communications with others that suggests identification with a group, cause or ideology

Indicators of a personal crisis

- Family tensions
- A sense of isolation
- Low self-esteem
- Disassociation from existing friendship groups
- Loss of interest in activities which they previously engaged with
- Searching for answers to questions about identify, faith and belonging

Indicators of vulnerability through personal circumstances

- Migration
- Local community tensions
- Events affecting their country or region of origin
- Alienation from UK values
- A sense of grievance triggered by personal experience of racism or discrimination

Indicators of vulnerability through unmet aspirations

- Perceptions of injustice
- Feelings of failure
- Rejection of civic life

Other indicators:

- Using derogatory language about a particular group
- Inappropriate forms of address
- Possession of prejudice related material
- Property damage
- Refusal to cooperate with teachers'/adults' requests
- Condoning or supporting engagement with extremist ideologies or groups
- Condoning or supporting violence including physical or verbal assault
- Spending increasing time in the company of other suspected extremists
- Prejudicial provocative behaviour, ridicule or name calling

Procedures for referrals

It is important for us to be constantly vigilant and remain fully informed about the issues which affect the local area, city and society in which we teach. Staff are reminded to suspend any 'professional disbelief' that instances of radicalisation 'could not happen here' and to be 'professionally inquisitive' where concerns arise, referring any concerns through the appropriate channels (see Appendix 1: Dealing with referrals and Appendix 2: Flow chart for referrals).

We believe that it is possible to intervene to protect people who are vulnerable. **Early intervention is vital** and staff must be aware of the established processes for front line professionals to refer concerns about individuals and/or groups. We must have the confidence to challenge, the confidence to intervene and ensure that we have strong safeguarding practices based on the most up-to-date guidance and best practice.

The Designated Safeguarding Lead for Child Protection and Safeguarding and will deal swiftly with any referrals made by staff or with concerns reported by staff.

The Headteacher has overall responsibility for dealing with concerns about extremism and will discuss the most appropriate course of action on a case-by-case basis and will decide when a referral to external agencies is needed (see Appendix 1: Dealing with referrals and Appendix 2: Flow chart for referrals).

As with any child protection referral, staff must be made aware that if they do not agree with a decision not to refer; they can make the referral themselves and will have access to contact details for the local authority Channel Panel and/or Children's Social Care through the details at the front of this policy.

The Trust, Headteacher, SLT and staff

The Headteacher is the lead for referrals relating to extremism and radicalisation. They may choose to delegate this lead role to the DSL. In the unlikely event that no SLT members and the Headteacher are not available, all staff know the routes by which to make referrals to the local authority Channel Panel and Children's Social Care.

The Headteacher and DSL(s) will attend WRAP (Workshop to Raise Awareness of Prevent)/Prevent Duty training and cascade the training to all staff or access whole staff training through the Local Authority Prevent Lead.

The Headteacher and DSL will fulfil their duty to assess the risk of pupils being drawn into extremism within the context of their school. This may take the form of a formal written Risk Assessment but will look at contextual safeguarding requirements of their school and its community (See CST Child Protection and Safeguarding Policy and Keeping Children Safe in Education 2018). A model Risk Assessment is attached (Appendix 3).

Staff will be fully briefed about what to do if they are concerned about the possibility of radicalisation relating to a pupil, or if they need to discuss specific children whom they consider to be vulnerable to radicalisation or extremist views.

The Headteacher/DSL will work with Children's Social Care or the local Channel Panel to decide the best course of action to address concerns which arise. Actions will be proportionate and the school will work with external agencies, in a multi-agency approach, to seek a positive outcome for the child.

The Education Director and the Headteacher/DSL will conduct a regular risk assessment to ensure that they are aware and are keeping up to date with the risks and potential risks affecting children and young people in their area.

The Education Director will ensure that systems and procedures are robust and that decisions around individual cases are escalated or de-escalated appropriately.

The Trust will ensure that the policy is robust and current, and that procedures for the school are in line with the Local Authority.

Prejudicial behaviour can be a factor in radicalisation and extremism and with this in mind; the school has updated procedures for dealing with prejudicial behaviour, as outlined in the Behaviour Policy and Equality Policy.

The role of the curriculum

Our curriculum promotes respect, tolerance and diversity. Children/students are encouraged to share their views and recognise that they are entitled to have their own different beliefs which should not be used to influence others. We celebrate similarities and differences and offer a safe space within which to discuss sensitive topics such as extremism in all its forms.

The school is committed to promoting British values and builds resilience and understanding through relevant activities and syllabi that focus on democracy, diversity, mutual respect and healthy debate.

We teach pupils how to recognise and manage risk, think critically, and make reasoned arguments.

Our PSHE provision is embedded across the curriculum and provides pupils with time to explore sensitive and controversial issues, equipping them with the knowledge and skills to understand and manage difficult situations. We encourage pupils to develop positive character traits such as resilience, determination, self-esteem and confidence. We encourage pupils to set high standards and expectations for themselves.

Children are regularly taught about how to stay safe when using the internet and are encouraged to recognise that people are not always who they say they are online. They are taught to seek adult help if they are upset or concerned about anything they read or see on the internet.

Online safety

The school has IT policies and ensures that children are unable to access terrorist and extremist material when accessing the internet in school. Staff are aware of the risks posed by the online activity of extremist and terrorist groups.

The Child Protection and Safeguarding Policy outlines the security measures we take in safeguarding our pupils/students.

Staff training

The Headteacher and DSL will attend WRAP/Prevent training as part of the training cycle/five-year pathway of Safeguarding Training. This training is cascaded to all staff via the DSL or through the Local Authority Prevent Officer.

Through this face-to-face training we will ensure that our staff are fully aware of:

- which pupils are likely to be vulnerable to or at risk of radicalisation or extremism
- the threats, risks and vulnerabilities that are linked to radicalisation
- the process of radicalisation and how this might be identified early on
- aware of how we can provide support as a school to ensure that our children are resilient and able to resist involvement in radical or extreme activities.

Staff who join mid-year will complete on-line training through the Home Office. The web address is https://www.elearning.prevent.homeoffice.gov.uk/

Recruitment

We ensure that the staff we appoint to the school are suitable, our recruitment procedures are rigorous and we follow the statutory guidance. Vetting and barring checks are undertaken on relevant people, including Local Governors and volunteers. (See CST Safer Recruitment Policy).

Visitors and the use of school premises

If any member of staff wishes to invite a visitor in the school, they must first gain approval from the Headteacher. All visitors will be subject to safeguarding checks (including DBS checks if appropriate) and photo identification. Children are NEVER left unsupervised with unvetted people, and external visitors, regardless of safeguarding check outcomes, will be monitored or supervised by school staff.

Upon arriving at the school, all visitors including contractors, will read the child protection and safeguarding guidance and be made aware of who the DSLs is/are and how to report any concerns which they may experience.

If any agreement is made to allow non-school groups or organisations to use the 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 the Tackling Extremism and Anti-Radicalisation Policy, the school will contact the police and terminate the contract.

School trips and potential terrorist attacks

There has been an increasing number of terrorist attack at public events and densely populated tourist areas, both in the UK and internationally. When planning a school trip to a high-risk area, particularly those abroad, the school will adhere to any guidance provided by the Local Authority or from government sources regarding threat level alerts. The school will seek guidance from the Trust through the Education Director.

Useful websites

Guidance on school trips can be found on the Pharos Response site.

The National Counter Terrorism Security Office (NaCTSO) has published advice on recognising terrorist threats. It says that you can check current threat levels in the terrorism and national emergencies area on the GOV.UK website, and on the MI5 website.

The GOV.UK website says that the government will issue a warning to the public if that is the best way to protect a community or place facing a specific threat.

Review

The Tackling Extremism and Anti-Radicalisation Policy (the Prevent Duty) will be reviewed annually as part of the overall Child Protection and Safeguarding Policy review.
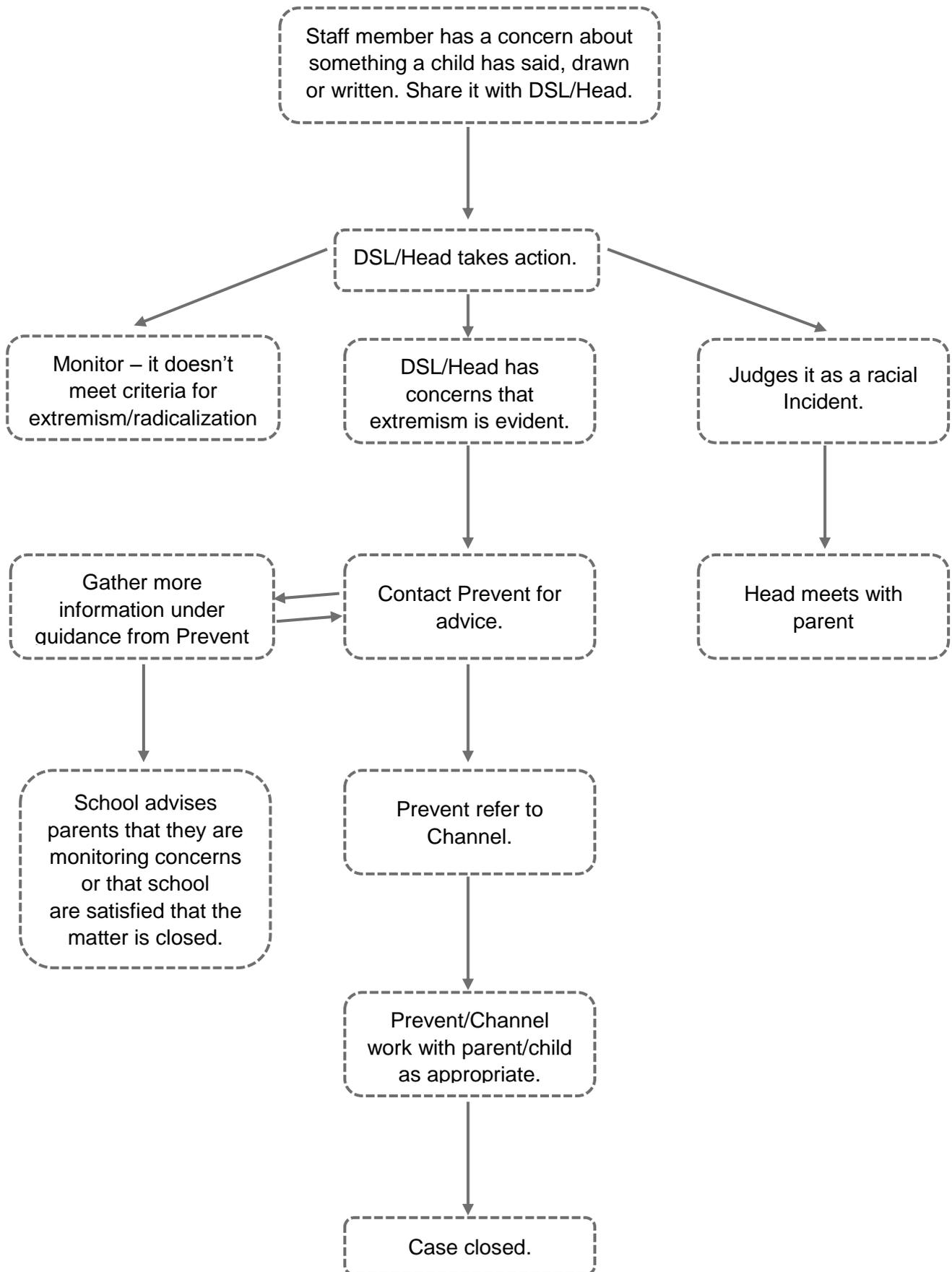
Appendix 1 – Dealing with referrals

We are aware of the potential indicating factors that a child is vulnerable to being radicalised or exposed to extreme views, including peer pressure, influence from other people or the internet, bullying, crime and anti-social behaviour, family tensions, race/hate crime, lack of self-esteem or identity, prejudicial behaviour and personal or political grievances.

In the event of prejudicial behaviour, the following system will be followed:

- All incidents of prejudicial behaviour will be reported directly to the Headteacher/DSL/SENCO/ Behaviour Lead by logging on CPOMs or recording on an incident and reporting sheet.

- All incidents will be fully investigated and recorded in line with the Behaviour Policy and records will be kept in line with procedures for any other safeguarding incident.

- All incidents will follow the Prevent procedures laid out in Appendix 2.

- Where a concern has been reported but the Head/DSL concludes that there is a miscommunication or misunderstanding, school will follow the Behaviour Policy, document the incident on the school's safeguarding recording system and monitor the situation.

- Where the incident is found to be racial, school staff will follow the Behaviour Policy and parents/carers will be contacted. The incident will be discussed in detail, aiming to identify motivating factors, any changes in circumstances at home, parental views of the incident. If at this point it is assessed that there is more to it as a result of conversing with the parent/carer, it might warrant a further referral. A note of this meeting is kept alongside the initial referral in the Safeguarding folder.

- The Headteacher and DSL will follow-up any referrals after the incident to assess whether there is a change in behaviour and/or attitude and all support required has been offered. A further meeting with parents would be held if there is not a significant positive change in behaviour.

- NB Where the incident is judged to be showing evidence of radicalisation or extremism, refer directly to the Local Authority PREVENT Officer. It might be that the family/pupil/student is already under investigation and part of a live case. School conversing with parents might severely jeopardise the case. They are in the best place to decide how to follow it up. The Prevent Officer might request the school to follow up at this point.

All contact details are at the front of this policy.

Appendix 2: Prevent procedures

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                    Staff member has a concern about
                    something a child has said, drawn
                    or written. Share it with DSL/Head.

                              ↓

                         DSL/Head takes action.

          ↙                     ↓                      ↘

   Monitor – it doesn't      DSL/Head has          Judges it as a racial
   meet criteria for         concerns that         Incident.
   extremism/radicalization  extremism is evident.

                              ↓                       ↓

   Gather more          ←   Contact Prevent for     Head meets with
   information under    →   advice.                 parent
   guidance from Prevent

          ↓                     ↓

   School advises          Prevent refer to
   parents that they are   Channel.
   monitoring concerns
   or that school          ↓
   are satisfied that the
   matter is closed.       Prevent/Channel
                           work with parent/child
                           as appropriate.

                              ↓

                           Case closed.
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Appendix 3: Risk assessment – extremism and radicalisation

Location	School	Risk Assessment No	1.	Assessor:	
Signed		Date of Assessment		Distribution:	All
Activity	Prevention of Extremism & Radicalisation	Date of Review	N/A	Next Review Date:	

*Risk levels are recorded as Low, Medium or High

Risk area: Welfare & safeguarding					
Hazard	**Who is at risk?**	**Risk level***	**Control measures**	**Notes/additional controls**	**Residual risk**
Staff or other contracted providers (e.g. regular supply or agency staff) are not aware of: • the indicators that imply a student is at risk • the school procedure for handling concerns and/or do not feel comfortable sharing issues internally	Pupils	High	• Designated Safeguarding Lead to have received 'Prevent' awareness training and disseminate the training and salient points to all staff, Governors and other regular contracted staff in the setting • Contracted staff are made aware of the person to whom concerns are to be reported – this is also signposted to visiting staff, agency workers etc. • Preventing pupils from being exposed to radicalisation or extremism is part of safeguarding policies and procedures i.e. Child Protection, e-safety, Lettings, Safer Recruitment, etc • Staff have received appropriate training and are familiar with our Child Protection Policy and procedures • Concerns are reported to the DSL • Records are held of any referrals with an audit trail being maintained – regular monitoring by the DSL takes place	Part of induction procedures. Documentation regarding referrals are monitored by the Education Director	Low
Pupils are radicalised by factors internal or external to the school	Pupils	Medium	• There are 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 develop critical thinking around influence, social media and other online safety		Low

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Hazard	Who is at risk?	Risk level	Control measures	Notes/additional controls	Residual risk
			• 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 or lifestyle choices are contrary to community cohesion or 'British values' • Staff are aware of local factor i.e. political views etc. which might have an influence on pupils		
School does not work with statutory agencies and/or does not feel comfortable sharing extremism related concerns externally	Pupils	High	• Communication with statutory partners and agencies regarding a range of concerns is regular • All staff are aware that concerns are reported to the DSL • There is an appropriate internal referral process 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: Curriculum and learning					
Hazard	**Who is at risk?**	**Risk level**	**Control measures**	**Notes/additional controls**	**Residual risk**
Pupils are exposed by school staff or contracted providers to messages supportive of extremism, terrorism or which contradicts 'British values'	Pupils	Medium	• There are appropriate whistleblowing procedures and a range of 'safeguarding' policies which are known and understood by staff, volunteers and regular contracted staff • All 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 • Areas of the curriculum e.g. PSHE are used for controlled and safe debate and discussion on radical or extreme issues and ideologies • There are appropriate filters in place which reduce the risk of pupils being able to access inappropriate information via the school IT system.	This is a safe place to discuss and debate sensitive topics appropriately	Low
Behaviours which harm	Pupils	High	• We have an Equality Policy in place which is understood by staff and others	Assemblies	Low

| the cohesion of different groups and individuals are left unchallenged | and staff | | 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 includes information on anti-bullying strategies and preventative measures for dealing with bullying

• Inappropriate behaviour, language and attitudes are challenged by staff and, where staff or other adults are involved, by senior leaders | Lessons | |

Risk area: Organisational culture

Hazard	Who is at risk?	Risk level*	Control measures	Notes/additional controls	Residual risk
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 is 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/advisers	Safer Recruitment is monitored by the Trust	Low

| 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 | Documentation and records are monitored by the Trust | Low |

Risk area: Visiting speakers/environment					
Hazard	**Who is at risk?**	**Risk level***	**Control measures**	**Notes/additional controls**	**Residual risk**
Pupils/staff are exposed by visiting speakers to messages supportive of extreme ideologies or that 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
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		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		• 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

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Risk area: ICT and online study					
Hazard	**Who is at risk?**	**Risk level***	**Control measures**	**Notes/additional controls**	**Residual risk**
Pupils access extremist or terrorist material whilst using school networks	Pupils	High	• The ICT network has appropriate filters 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
Online/social media communications relating to extremist or terrorist materials feature the 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

Risk area: Contextual safeguarding					
Hazard	**Who is at risk?**	**Risk level***	**Control measures**	**Notes/additional controls**	**Residual risk**
Local issues and influences are:			•		
Additional Notes and further action required:					

Appendix 4: Helpful websites

PREVENT for schools

http://www.preventforschools.org/?category_id=40

Educate Against Hate - Prevent Radicalisation & Extremism

https://educateagainsthate.com/

Prevent and schools - resources and lesson plans | LBHF

https://www.lbhf.gov.uk/.../prevent.../prevent-and-schools-resources-and-lesson-plans

Prevent resources - Mary Myatt Learning

marymyatt.com/file/marymyatt/Prevent_resources_Nov_15.pdf

Prevent resources for post-16 learners to be developed by ETF - The ...

http://www.et-foundation.co.uk/news/etf-develop-resources-preventing-extremism-embedding-british-values-post-16-learners/

Preventing Radicalisation Resources | Safeguarding In Schools ...

https://www.safeguardinginschools.co.uk/prevent/

Prevent duty which covers the Prevent information

https://www.educare.co.uk/resources/what-is-the-prevent-duty

The Prevent Duty and Controversial Issues: creating a curriculum response through citizenship

https://www.teachingcitizenship.org.uk/resource/prevent-duty-and-controversial-issues-creating-curriculum-response-through-citizenship

Thinkuknow - home

https://www.thinkuknow.co.uk

Let's Talk About It - Prevent

https://www.ltai.info/