



Preventing Extremism and Radicalisation Policy

December 2018



celtic cross
education

Our Vision

We are committed to ensuring that every pupil within Celtic Cross Education shares our vision to nurture, learn and achieve.

Introduction

Celtic Cross Education is committed to providing a secure environment for pupils, where children feel safe and are kept safe. All adults in the Trust 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.

When operating this policy, The Trust uses the following accepted government definition of extremism, as outlined in the [Prevent Strategy](#) 2011 [Prevent duty guidance](#) March 2016 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 schools, whether from internal sources — pupils, staff, councillors, directors or external sources - school community, external agencies or individuals. Our pupils see the schools within Celtic Cross Education 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 Trust, 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 pupils.

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.

Therefore, in the schools within Celtic Cross Education we will provide a broad and balanced curriculum, delivered by qualified 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 not marginalised.

Furthermore, at Celtic Cross Education 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 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.

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, Child Protection/Safeguarding Policy, our Staff Code of Conduct and Anti-Bullying Policy.

Potential warning signs

As part of wider safeguarding responsibilities all 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;
- Local 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.

Indicators of vulnerability to radicalization

Pupils may become susceptible to radicalisation through a range of social, personal and environmental factors - it is known that violent extremists exploit vulnerabilities in individuals to drive a wedge between them and their families and communities. It is vital that school staff are able to recognise those vulnerabilities.

Indicators of vulnerability include:

- **Identity Crisis** – the pupil is distanced from their cultural / religious heritage and experiences discomfort about their place in society;
- **Personal Crisis** – the pupil may be experiencing family tensions; a sense of isolation; and low self-esteem; they may have dissociated from their existing friendship group and become involved with a new and different group of friends; they may be searching for answers to questions about identity, faith and belonging;
- **Personal Circumstances** – migration; local community tensions; and events affecting the pupil's country or region of origin may contribute to a sense of grievance that is triggered by personal experience of racism or discrimination or aspects of Government policy;
- **Unmet Aspirations** – the pupil may have perceptions of injustice; a feeling of failure; rejection of civic life;
- **Experiences of Criminality** – which may include involvement with criminal groups, imprisonment, and poor resettlement / reintegration;
- **Special Educational Need** – pupils may experience difficulties with social interaction, empathy with others, understanding the consequences of their actions and awareness of the motivations of others.

However, this list is not exhaustive, nor does it mean that all children or young people experiencing the above are at risk of radicalisation for the purposes of violent extremism.

More critical risk factors could include:

- Being in contact with extremist recruiters;
- Accessing violent extremist websites, especially those with a social networking element;
- Possessing or accessing violent extremist literature;
- Using extremist narratives and a global ideology to explain personal disadvantage;
- Justifying the use of violence to solve societal issues;
- Joining or seeking to join extremist organisations; and
- Significant changes to appearance and / or behaviour;
- Experiencing a high level of social isolation resulting in issues of identity crisis and / or personal crisis.

Promoting Core British Values

At Celtic Cross Education we have determined "British Values" to be:

- Democracy
- The rule of law
- Individual liberty
- Mutual respect
- Tolerance of those with different faiths and beliefs

As schools we aim to develop and nurture these by:

- Planning an engaging assembly programme with core ethical values and beliefs at its heart.
- A well-structured curriculum including PSHE, Citizenship and Belief and Ethics.
- An effective and well-managed School Council enabling pupils to actively participate in the democratic process.
- Promoting diversity through curriculum events.
- A broad and balanced curriculum that addresses many of these core values across a range of subject areas.
- Having a clearly communicated and consistently applied Behaviour Policy so that pupils understand what is expected of them and the consequences of both meeting and failing to meet these expectations.
- Adopting restorative approaches, where possible, to resolve any difficulties between members of our school community.
- Having a rigorous commitment to pupil safety (for example: Child Protection/Safeguarding procedures, Health and Safety procedures, Staff Code of Conduct and Teacher Standards).

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. In our school this will be achieved by good teaching across all subjects.

We will ensure that all of our teaching approaches help our pupils build resilience to

extremism and give pupils 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.

Staff are trained and equipped with strategies to promote British Values within. We will be flexible enough to adapt our teaching approaches to address specific issues so as to become even more relevant to the current issues of extremism and radicalisation. In doing so we will apply the 'key ingredients' for success as set out in the table in **Appendix 2** taken from the DfE document above and we will apply the methodologies set out in that document following the three broad categories of:

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

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

- A SMSC programme that includes PSHE and Citizenship education.
- Open discussion and debate.
- Work on anti-violence and a restorative approach addressed throughout curriculum and the Behaviour policy;

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

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 schools will seek external support from the Local Authority and/or local partnership structures working to prevent extremism.

Within Celtic Cross Education 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 children safe and prepare them for life in both modern multi-cultural Britain and globally.

Use of External Agencies and Speakers

At Celtic Cross Education we encourage the use of external agencies or speakers to enrich the experiences of our pupils, however we will positively vet those external agencies, individuals or speakers who we engage to provide such learning opportunities or experiences for our pupils.

These external agencies will be vetted 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, the 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 pupils.

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

- Any messages communicated to pupils are consistent with the ethos of the school and do not marginalise any communities, groups or individuals.
- Any messages do not seek to glorify criminal activity or violent extremism or seek to radicalise pupils through extreme or narrow views of faith, religion or culture or other ideologies.
- Activities are properly embedded in the curriculum and clearly mapped to schemes of work to avoid contradictory messages or duplication.
- Activities are matched to the needs of students.

We recognise, however, that the ethos of our schools is to encourage pupils 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 curriculum and SMSC programme, supported through the use of external sources where appropriate, we will strive to ensure our pupils recognise risk and build resilience to manage any such risk themselves where appropriate to their age and ability but also to help pupils develop the critical thinking skills needed to engage in informed debate.

Response

Our schools, like all others, are required to identify a Prevent Single Point of Contact (SPOC) who will be the lead within the organisation for safeguarding in relation to protecting individuals from radicalisation and involvement in terrorism. The responsibilities of the SPOC are described in this section.

Staff at Celtic Cross Education will be alert to the fact that extremism and radicalisation is a safeguarding issue and 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 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 child's family that may equally place a child at risk of harm.

Therefore, all adults working at Celtic Cross Education (including visiting staff, volunteers, contractors etc.) are required to report instances where they believe a child may be at risk of harm or neglect to the designated safeguarding lead who will discuss these concerns with the police. The Cornwall & Isles of Scilly Safeguarding Children Partnership Referrals Procedure should be followed. A multi-assessment meeting (MASH) will determine the appropriate response and level of support to the family.

Consideration should be given to the possibility that sharing information with parents may increase the risk to the child and therefore may not be appropriate. However, experience has shown that parents are key in challenging radical views and extremist behaviour and should be included in interventions unless there are clear reasons why not.

Wherever possible the response should be appropriately and proportionately provided from within the normal range of universal provision of the organisation working with other local agencies and

partners. Responses could include curriculum provision, additional tutoring or mentoring, additional activities within and out of school and family support.

Where a higher level of targeted and multi-agency response is indicated a formal multi-agency assessment should be conducted. The assessment process may lead to a Strategy discussion, Section 47 Enquiry and an Initial Child Protection Conference, if there are concerns about the child or young person suffering significant harm.

Where concerns are identified in respect of potential signs of radicalisation which indicate the child young person is vulnerable, the person raising the concerns should discuss their concerns with the Channel police lead who will decide if a referral to Channel is required or if services at tier 2 are sufficient to manage concerns

Where there is an identified risk/ potential risk that a child young person may be involved/potentially involved in supporting or following extremism, further investigation by the police will be required, prior to other assessments and interventions.

Please refer to the Trust Child Protection/Safeguarding Policy for the full procedural framework on our Child Protection/Safeguarding duties.

Issues

Protecting children and young people from radicalisation and extremism requires careful assessment and working collaboratively across agencies as initially concerns may be inconclusive and protecting child or young person against a potential risk can be dependent on a wider range of factors. Sharing information effectively and keeping the child and young person in focus should be the main aim of any interventions and services.

Reporting online material, which promotes extremism such as illegal or harmful pictures or videos, can be done through the government website.

The Single Point of Contact (SPOC) is the DSL at each school who is responsible for:

1. Ensuring that staff of the school are aware of who is the SPOC in relation to protecting pupils from radicalisation and involvement in terrorism;
2. Maintaining and applying a good understanding of the relevant guidance in relation to preventing pupils from becoming involved in terrorism, and protecting them from radicalisation by those who support terrorism or forms of extremism which lead to terrorism;
3. Raising awareness about the role and responsibilities of the Trust in relation to protecting pupils from radicalization and involvement in terrorism;
4. Monitoring the effect in practice of the school's Religious Education curriculum and assembly programme to ensure that they are used to promote community cohesion and tolerance of different faiths and beliefs;
5. Raising awareness within the school about the safeguarding processes relating to protecting pupils from radicalisation and involvement in terrorism;
6. Acting as the first point of contact within the school for case discussions relating to pupils who may be at risk of radicalisation or involved in terrorism;
7. Sharing any relevant additional information in a timely manner.

However, in the absence of the SPOC staff can contact any of the **Additional Child Protection Officers**. These are:

- Heads of School
- Deputy Head Teachers
- Assistant Head Teachers

- Parent Support Advisors

In the event any member of staff becomes aware of a concern outside of normal school hours and is unable to contact the SPOC, Headteacher or additional Child Protection Officers then the following options can be used:

You can contact your **local police force** or dial **101** (the non-emergency number). They can talk to you in confidence about your concerns and help you gain access to support and advice.

The **Channel Police Coordinator** for Devon and Cornwall Police is **Detective Inspector – Sam Norman** who can be contacted prevent@devonandcornwall.pnn.police.uk

Cornwall Prevent Lead is **Steve Rowell** who can be contacted steve.rowell@cornwall.gcsx.gov.uk or Prevent@cornwall.gov.uk

The **Department for Education** has **dedicated a telephone helpline (020 7340 7264)** to enable staff and governors to raise concerns relating to extremism directly.

Concerns can also be raised by **email** to counter.extremism@education.gsi.gov.uk
Please note that the helpline is not intended for use in emergency situations, such as a child being at immediate risk of harm or a security incident, in which case the normal emergency procedures should be followed.

If you see something or suspect something, you can report it by phoning the Anti-Terrorist Hotline on 0800 789 321

Risk reduction

The Board of Directors, School Monitoring Council, the Trust Senior Leadership Team, the Heads of Schools and the Senior Child Protection Officer and SPOC will assess the level of risk within the school and put actions in place to reduce that risk.

Risk assessment may include consideration of the school's curriculum, key policies (including Behaviour and E-Safety), the assembly programme, visiting speakers, the use of school premises by external agencies, and any other issues specific to the school's community and ethos.

The risk assessment for 2018-2019 can be viewed in Appendix 1.

The school will screen staff, visitors and volunteers to ensure that they will not deliver messages of extremism or radicalisation.

This risk assessment will be reviewed as part of the Trust CEO's termly report to the Board of Directors.

Whistleblowing

Where there are concerns that the school is not acting on or dealing with incidents of extremism or radicalisation – pupils, staff, Directors and Councillors 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

the Chair of the Trust Board and the Trust CEO).

Role of the Board of Directors and School Monitoring Councils

The Directors and School Monitoring Councillors at each school will undertake appropriate training to ensure that they are clear about their role and the parameters of their responsibilities as Directors and School Monitoring Councillors, including their statutory safeguarding duties.

The Trust Board of Directors and the School Monitoring Council at each school will support the ethos and values of the schools and will support the schools in tackling extremism and radicalisation.

In line with the provisions set out in the DfE guidance 'Keeping Children Safe in Education, 2018' the Board of Directors and the School Monitoring Councillors will challenge the Trust senior leadership team and each school's senior leadership team on the delivery of this policy and monitor its effectiveness.

Review

The Board of Directors will review this policy and risk assessment annually. However, safeguarding data and any key incidents are discussed with Directors and School Monitoring Councillors at each committee meeting.

Related Documents

- Sections 175 and 157 of the Education Act 2002, implemented June 2004.
- Working Together to Safeguard Children (July 2018)
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/729914/Working_Together_to_Safeguard_Children-2018.pdf
- What to Do If You Are Worried A Child is Being Abused; Advice for Practitioners (March 2015).
- Keeping Children Safe in Education (September 2018).
- The Counter-Terrorism and Security Act (2015)
- Prevent Duty (2015)

Linked Policies

- Child Protection/Safeguarding
- Behaviour (including Anti-bullying)
- Health and Safety
- Sex and Relationships Education
- Equal Opportunities
- E-safety (Digital Safeguarding)
- Whistleblowing
- British Values Statement

Appendix 1: Celtic Cross Education's Prevent Duty Risk Assessment 2018-2019

Hazard	Who is affected	Risk rating	Actions/Control measures	Person responsible
Signs of racist or sexist attitudes	Pupils Staff	Low	<p>School seek advice on equality and diversity from Devon and Cornwall Police – contact Colin Gameron (see School Messenger)</p> <p>All schools in CCE report diversity incidents to the LA and at termly SMC meetings.</p> <p>Schools report racist incidents at least annually</p> <p>Our curriculum and ethos promote racial harmony and community cohesion. Schools demonstrate the links between the handling of incidents and the local action plans on equality.</p>	<p>HoS</p> <p>HoS</p> <p>HoS SMC</p>
Referral pathways to be followed if concerns are raised	Pupils Staff	Low	<p>Updated MAT preventing extremism policy</p> <p>Information about pathways disseminated on staffroom safeguarding noticeboards</p>	
Visiting speakers	Pupils Staff	Low	<p>Materials to be delivered to be discussed with speaker prior to delivery</p> <p>Visiting speakers are not left alone with the children</p> <p>All visitors to complete Prevent Visitor Approval form (updated form sent to all schools May 2018)</p>	<p>HoS</p> <p>Admin staff</p>

Pupils are radicalised by factors internal or external to the school	Pupils	Low	RE/worship promotes the spiritual, moral, social and emotional needs of pupil aimed at protecting them from radical and extremist thinking Staff and other adults working with children are challenged if opinions or language expressed are contrary to the values of the Trust and school.	
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Appendix 2: 'Key Ingredients' for successful teaching in the context of 'push' and 'pull' factors

<p>PUSH FACTORS – factors that push an individual/make an individual vulnerable to extremist messages</p> <p>Lack of excitement, frustration</p> <p>Lack of sense of achievement – seen as significant 'lack of purpose' / confidence in the future, life goals</p> <p>Lack of an outlet for views</p> <p>Gaps in knowledge or understanding of Islam – both young people and their parents</p> <p>Sense of injustice</p> <p>Actual or perceived humiliating experiences (including bullying, racial discrimination as well as perceived humiliating experiences. Perhaps linked closely to sense of injustice)</p> <p>Exclusion – lack of belonging to peer or community networks, associations etc</p> <p>Below the line: factors that are out of scope of this</p>	<p>KEY INGREDIENTS</p> <p>Teacher attitudes and behaviours</p> <ul style="list-style-type: none"> - 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 <p>Specific knowledge:</p> <ul style="list-style-type: none"> - Understanding other cultures and religions as well as alternative values and beliefs (whilst being careful to avoid 'othering') - Knowledge of an alternative values framework <p>Teaching practice/pedagogy:</p> <ul style="list-style-type: none"> - Helping to see multiple perspectives - Using multiple resources/methods - Embedding or sustaining dialogue following specialist interventions - Enabling pupils to tackle difficult issues - Linking school work to the wider community - Drawing evidence from across the curriculum 	<p>PULL FACTORS – factors that draw young people into extremist messages</p> <p>Charismatic/confident individuals (recruiters)</p> <p>Network/sense of belonging</p> <p>Broader community views that enable or do not oppose extremism</p> <p>Persuasive, clear messages. Exploiting knowledge gaps.</p> <p>Sense of dignity and importance and loyalty.</p>
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<p>study</p> <p>Disaffection with wider societal issues.</p> <p>Disruptive home life.</p>	<ul style="list-style-type: none">- Developing in children a sense of multiple identities. Help children become aware of, and comfortable with, multiple personal identity <p>Other factors</p> <p>Support from senior leaders</p> <p>Pupil support processes</p>	<p>Exciting (non-teaching) activities.</p> <p>Sense of purpose in life.</p>
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