

# Preventing Extremism And Radicalisation Policy



**Cranbrook**  
Primary School

*Our Children Today,  
Our Future Tomorrow*

**Review date Autumn 2023**

## **Our School Vision**

Ensure equity for all to address social disadvantage

## **Our Mission Statement**

An ambitious, inclusive and broad curriculum that develops essential skills and knowledge for lifelong essential skills and knowledge to achieve academic and personal success

## **Our School Values**

Equality, Respect, Resilience and Kindness

These values are regularly referred to in discussion with our pupils and validated through the Art curriculum. By doing this we aim to create an ethos and culture that nurtures talent and encourages our pupils and staff to aim high for themselves and each other.

## **Curriculum Drivers**

These drivers underpin our teaching across the curriculum and prepare children for the challenges and opportunities of the modern world.

### **Widening Horizons**

Aspirations  
Ambition  
Curriculum enrichment  
Cultural capital

### **Global Identity and Responsibility**

Race and equity  
British values  
Global, local community issues  
Decolonisation of learning

### **Confident Communicators**

Articulate speakers  
Passionate readers  
Social skills  
High level vocabulary

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## Introduction

Cranbrook Primary School is committed to providing a secure environment for pupils, where children feel safe and are kept safe. All adults in our school recognise that safeguarding is everyone's responsibility irrespective of the role they undertake or whether their role has direct contact or responsibility for children or not.

In adhering to this policy and procedures staff and visitors contribute to our school's delivery of the outcomes to all children, as set out in s10 (2) of the Children Act 2014 and in accordance with the 'Counter-Terrorism and Security Act 2015' which places a duty on all schools to 'have due regard to the need to prevent people from being drawn into terrorism'.

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 (s157 of the Education Act 2002.)

Our school's Preventing Extremism and Radicalisation Safeguarding Policy also draws on:

- Guidance in the "London Child Protection Procedures"
- "Keeping Children Safe in Education" 2021
- DCSF Resources "Learning Together to be Safe", "Prevent: Resources Guide", "Tackling Extremism in the UK"
- "Teaching Approaches that help Build Resilience to Extremism among Young People" (DfE,2015)

## School Ethos and Practice

When operating this policy we use the following accepted Governmental definition of extremism:

**'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'.**

**The most recent Prevent Duty Guidance (2015) can be found on the link below:**

<https://www.gov.uk/government/publications/prevent-duty-guidance/revised-prevent-duty-guidance-for-england-and-wales>

In Cranbrook Primary School, there is no place for extremist views of any kind, whether from internal sources- pupils, staff or governors, or external sources - school community, external agencies or individuals. Our pupils see our school as a safe place where they can explore

controversial issues safely and where our teachers encourage and facilitate this – we have a duty to ensure this happens.

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 pupils.

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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 pupils.

We therefore provide a broad and balanced curriculum, delivered by skilled professionals, so that our pupils are enriched, become tolerant of difference and diversity and also as a means to ensuring that they thrive, feel valued and not marginalized.

We are also aware that young people can be exposed to extremist influences or prejudiced views from an early age which emanate from a variety of sources and media, including via the internet, and at times pupils may themselves reflect or display views that may be discriminatory, prejudiced or extremist, including using derogatory language.

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

Where misconduct by a teacher is proven, the matter will be referred to the National College for Teaching and Leadership for their consideration as to whether a Prohibition Order is warranted.

**As part of wider safeguarding responsibilities school staff are alert to:**

- Disclosures by pupils of their exposure to the extremist actions, views or materials of others outside of school, such as in their homes or community groups, especially where pupils have not actively sought these out.
- Graffiti symbols, writing or art work promoting extremist messages or images
- Pupils accessing extremist material online, including through social networking sites
- Parental reports of changes in behaviour, friendship or actions and requests for assistance

- Partner schools, local authority services, and police reports of issues affecting pupils in other schools or settings
- Pupils voicing opinions drawn from extremist ideologies and narratives
- Use of extremist or 'hate' terms to exclude others or incite violence
- Intolerance of difference, whether secular or religious or, in line with our equalities policy, views based on, but not exclusive to, gender, disability, homophobia, race, colour or culture
- Attempts to impose extremist views or practices on others

Our school closely follow locally agreed procedure as set out by Redbridge, for safeguarding individuals vulnerable to extremism and radicalisation. In the event of concerns about a person becoming radicalised, consideration will be given to using the Redbridge Channel process. 'Channel' is a bespoke 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. The Channel Panel meets when a referral has been made and referrals can be made by anyone.

## Teaching Approaches

We all strive to eradicate the myths and assumptions that can lead to some young people becoming alienated and disempowered. In our school this is achieved by good teaching, primarily via PSHE but also through the Fundamental British Values underpinning our curriculum.

We 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 ensure that all of our staff are equipped to recognize extremism and are skilled and confident enough to challenge it.

This works in conjunction with our school's approach to the spiritual, moral, social and cultural development of pupils and includes the sound use of assemblies to help further promote this rounded development of our pupils. 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 achieve this by using a curriculum that includes:

Making a connection with young people through good teaching and a pupil centred approach.

- Facilitating a 'safe space' for dialogue, open discussion and debate
- Equipping our pupils with the appropriate skills, knowledge, understanding and awareness for resilience.
- Citizenship and other educational programmes
- Work on anti-violence and a restorative approach addressed throughout our curriculum

We also work with local partners, families and communities in our efforts to ensure our school understands and embraces our local context and to assist in the broadening of our pupils' experiences and horizons. We 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 effective mentoring is in place. Additionally, in such instances our school will seek external support from the local authority and local partnership structures working to prevent extremism.

At our school we promote the values of democracy, the rule of law, individual liberty, mutual respect and tolerance for those with different faiths and beliefs. We 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 a global society.

## **Use of External Agencies and Speakers**

We encourage the use of external agencies or speakers to enrich the experiences of our pupils. However we positively vet those external agencies, individuals or speakers who we engage to provide such learning opportunities or experiences for our pupils. To do this we ensure guest speakers and other visitors are vetted through risk assessment and a signed declaration (as outlined in our 'Lettings', 'Visitors' and 'Educational Visits' Policies).

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

Our school will therefore 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 carefully evaluated by schools to ensure that they are effective

We recognise that the ethos of our school is to encourage pupils to understand opposing views and ideologies, appropriate to their age and to be able to actively engage with them in informed debate. This we believe, will develop our pupils' critical thinking skills needed to engage in informed debate and counteract any exposure to extremist views.

## **Whistle Blowing**

Where there are concerns of extremism or radicalisation, pupils and staff will be encouraged to make use of our internal systems to whistle blow or raise any issue in confidence with the primary point of contact being the Safeguarding Team (See Whistle Blowing Policy).

## **Child Protection**

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

Staff at our school will be 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 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 our school (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 removal from the country under concerning circumstances. Such concerns must be reported to the Designated Safeguarding Lead (Kimberly McKoy) and Head teacher (Jas Leverton).

## **Signs and indicators of radicalisation**

Safeguarding pupils from radicalisation is no different from safeguarding them from other forms of harm. It is important to recognise that any signs or indicators of concern should be reported as set out in your institution's procedures regardless of whether you believe them to suggest that the pupil is vulnerable to extremist radicalisation or other, more well-known, abuse.

Many of the signs and indicators that are known to us through the safeguarding training and experience are also indicators of being vulnerable to radicalisation. One form of abuse does not exclude another and indeed, many indicators will suggest concerns which don't fit neatly into one form of abuse or another.

People being radicalised are subject to abuse of one form or another. They are being drawn to an environment which leads them, often of their own free will into a single focused mind-set and commitment to engage with a set of values and behaviours which are not in their best interests or that of their family and friends.

Safeguarding issues such as child sexual exploitation and grooming are very closely connected with radicalisation in terms of strategies used by 'recruiters'. The signs and indicators, therefore may be the same.

If you are concerned about a pupil or colleague, then talk to your safeguarding lead. They will use their expertise to decide on the next step.



## **Indicators of radicalisation or safeguarding concerns in general.**

There is no clear profile of someone who is vulnerable to radicalisation. From recent known examples we know only that no one group of people become radicalised and go on to be involved with violent or non-violent extremist activities.

Please remember that the following are only signs and indicators of potential issues of concern, including radicalisation. It is always necessary to have more information as these behaviours may well be demonstrations of pupil flexing their independence and learning about new aspects of life. The examples below on their own, do not mean that the student has necessarily been subject to radicalisation.

Alongside the known indicators such as child sexual exploitation and on-line bullying, the following may provide additional guidance;

- Pupils changing their behaviour or appearance
- Pupils adopting styles of clothes associated with groups with whom they have no previous connection – this could be faith or political based
- Pupils becoming isolated from friends, peers or family members
- Pupils becoming involved with groups of pupils who have strong ideological ideas
- Pupils viewing websites which contain extremist ideologies or symbols
- Pupils attempting to recruit others to an extremist ideology or cause
- Pupils vocalising extremist ideologies
- Pupils using extremist language
- Pupils questioning identity and sense of belonging
- Pupils glorifying current terrorist activity seen in the media
- Pupils displaying extreme behaviour related to ideology and / or religion
- Pupils requesting extended holidays to regions known to be unsafe or places not associated with the family
- Pupils possessing or discussing extremist material. Family not being aware of absences from classes
- Family raising additional concerns about the individual and their behaviour
- Identifying extremist literature being distributed by pupils or external visitors
- Overhearing extremist language or conversations
- Concerns about known vulnerable pupils being targeted inside or outside the institution Use of prayer facilities which are contrary to institution policy
- Groups of unknown people gathering close to the school, campaigning or fund raising for known extremist, or unknown organisations

- Study of extremist websites or literature unless part of genuine academic study

## **Role of the Designated Safeguarding Lead**

Designated Safeguarding Lead: **Kimberly McKoy**

Deputy Designated Safeguarding Officers:

**Jas Leverton (Head teacher)**

**Cassim Bana (DHT)**

**Catriona Prasad (AHT)**

**Catherine Smith (AHT)**

**Beverley Boothe (PSA)**

The Designated Safeguarding Lead works in line with the responsibilities as set out in the Guidance 'Keeping Children Safe in Education' 2021. 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 Cranbrook Primary School, the role of the Designated Safeguarding Lead is extended to include the responsibilities of the PREVENT strand of the Government's counter-terrorism strategy. Any concerns which warrant further investigation will be reported to Redbridge CPAT or other relevant Agency.

## **Useful Contacts**

**Anti-Terrorist Hotline** 0800 789321

**Ilford Police Station** 0208 478 1123

**Faye Hussain**

Prevent Education Officer

Community Safety and Enforcement | Civic Pride | London Borough of Redbridge CATTO Office,  
Ley Street Depot, Ilford Essex. IG2 7QZ.

Tel: 020 8708 3098 | Mob: 07741330624 E-mail: [faye.hussain@redbridge.gov.uk](mailto:faye.hussain@redbridge.gov.uk)

## **Training**

Whole school in-service training on Safeguarding and Child Protection is organised for staff and governors on a yearly basis and includes 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 the Safeguarding Children Board at least every two years which include training on extremism and radicalisation and its safeguarding implications.

## **Recruitment**

The arrangements for recruiting all staff, permanent and volunteers, to our school follows Redbridge 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 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 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 on-going culture of vigilance within our school and staff team we minimise the opportunities for extremist views to prevail.

## **Role of Governing Body**

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

The Governing Body of our school supports the ethos and values of our school and the school's efforts in tackling extremism and radicalisation.

In line with the provisions set out in the DfE guidance 'Keeping Children Safe in Education, 2021' the governing body will challenge the school's senior management team on the delivery of this policy and monitor its effectiveness.

Governors will review this policy every two years 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.

## **Policy Adoption, Monitoring and Review**

This policy was considered and adopted by the Governing body in line with their overall duty to safeguard and promote the welfare of children as set out in the guidance 'Keeping Children Safe in Education' (DfE, 2021)

Parents will be issued with a hard copy of this policy on request. This policy will also be made available to parents via the school website.

The Head teacher will actively evaluate the effectiveness of this policy by monitoring the staff group's understanding and application of the procedures within this policy as their overall duty to safeguard children.

