

Tackling Extremism & Anti-Radicalisation (CST)

This policy is applicable to all CST Schools Trust (CST) schools and academies.

CfBT Schools Trust, and our partnership of schools, 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.

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1. Links to other policies ¶

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

- [Child Protection & Safeguarding Policy](#)

- Equality Policy
- Anti-Bullying Policy
- Behaviour Management Policy
- E-Safety Policy
- Lettings Policy

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

- PREVENT Duty Guidance for England and Wales, 2015
- Keeping Children Safe in Education, September 2018
- Working Together to Safeguard Children, September 2018
- Channel Duty Guidance, 2015

2. Aims of this policy ¶

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 and non-teaching staff 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 and non-teaching staff will know what the school policy is on tackling extremism and radicalisation and will follow the policy guidance swiftly when issues arise.
- 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.

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.

The key aim of the [PREVENT strategy in Lincolnshire](#) is:

To help local authorities, police, community safety partnerships and other partners and partnerships to develop and implement effective actions, which will make their communities safer. This will reduce the risk from terrorism and violent extremism, so that the people of Lincolnshire can go about their business freely and with confidence.

3. 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;

- Spending increasing time in the company of other suspected extremists.
- Changing their style of dress or personal appearance to accord with the group.
- Day-to-day behaviour becoming increasingly centred on an extremist ideology, group or cause.
- Loss of interest in other friends and activities not associated with the extremist ideology, group or cause.
- Possession of materials or symbols associated with an extremist cause.
- Attempts to recruit others to the group/cause.
- Communications with others that suggests identification with a group, cause or ideology.
- Using insulting or derogatory names for another group.
- Increase in prejudice-related incidents committed by that person – these may include;

- physical or verbal assault
- provocative behaviour
- damage to property
- derogatory name calling
- possession of prejudice-related materials
- prejudice related ridicule or name calling
- inappropriate forms of address
- refusal to co-operate
- attempts to recruit to prejudice-related organisations
- condoning or supporting violence towards others.

4. 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).

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.

A member(s) of the Senior Leadership Team (SLT) is trained as 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 Executive Headteacher/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)

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 Children's Social Care.

5. Local Governors, Executive Headteacher, Headteacher, Head of School, SLT and all staff members ¶

The Executive Headteacher/headteacher is the lead for referrals relating to extremism and radicalisation. In the unlikely event that no SLT members and the Executive Headteacher/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 Executive Headteacher/headteacher and/or DSL(s) will attend WRAP (Workshop to Raise Awareness of Prevent)/Prevent Duty training and cascade the training to all staff.

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 Executive Headteacher/headteacher 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 multi-agency work with external agencies to seek a positive outcome for the child.

The Local Governing Body and the Executive Headteacher/headteacher 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.

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.

6. The role of the curriculum ¶

Our curriculum promotes respect, tolerance and diversity. Children 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.

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 debate.

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.

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.

7. Staff training ¶

The Executive Headteacher/Headteacher and/or DSL will attend WRAP/Prevent training and cascade the same to all staff. Through INSET opportunities in school, we will ensure that our staff are fully aware of the threats, risks and vulnerabilities that are linked to radicalisation; are aware of the process of radicalisation and how this might be identified early on and are 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.

8. 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 Executive Headteacher/Headteacher. All visitors will be subject to safeguarding checks (including DBS checks if appropriate) and photo identification. Children are NEVER left unsupervised with un-vetted 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.

9. School trips and potential terrorist attacks ¶

There has been an increasing number of terrorist attacks 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 either through the Regional Director or Governance and Operations Lead.

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 [M15](#) website (links below).

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.

10. 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.

11. 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 and DSL. This will be done through the completion of a pink form and, should it be necessary, a racial incidents form.
- All incidents will be fully investigated and recorded in line with the Positive Behaviour Policy and records will be kept in line with procedures for any other safeguarding incident.
- In the case of an incident being seen as 'extreme behaviour' the DSL will contact PREVENT 01522 885350 or 01522 558304, to establish if it meets the criteria for channel referral. If appropriate, a channel referral will be made. Forms can be located at channel@lincs.pnn.police.uk. Parents will not be contacted at the point of referral unless the school are instructed to do so by PREVENT, as this may prejudice a line/ongoing case (school are legally exempt from sharing this information).
- Parents/carers will be contacted and the incident discussed in detail, aiming to identify motivating factors, any changes in circumstances at home, parental views of the incident and to assess whether the incident is serious enough to warrant a further referral. A note of this meeting is kept alongside the initial referral in the Safeguarding folder.

All serious incidents and concerns will be referred to the local authority's Channel Panel or Children's Social Care. The Channel referral form can be found through the LSCB website link above and should be returned to the email provided channel@lincs.pnn.police.uk

Where the school has serious concerns about the vulnerability of a young person in relation to extremist behaviour, then the school should make a call to the Police on 999.

The school may also email prevent@lincs.pnn.police.uk to seek advice and support. Should a school use the child protection referral process through Customer Service Centre 01522 782111, the CSC will ask the school to complete a channel form if there are any concerns related to extremism and radicalisation. Where the school has serious concerns about the vulnerability of a young person in relation to extremist behaviour, then the school should make a call to the Police on 999.

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

Reviewed by: Marie-Claire Bretherton

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Governing Body Review Date: Thursday 28th September 2017

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