

THE COTTESLOE SCHOOL

PREVENTING EXTREMISM AND RADICALISATION POLICY

Reviewed at Resources and People Committee: 21 November 2018

Adopted at Full Governing Body meeting: 12 December 2018

Review date: Autumn Term 2021

Other relevant policies include Child Protection Policy, Health and Safety Policy Guidelines, E-Safety Policy, Whistleblowing Policy, Behaviour Management Policy.

The health, safety and welfare of all the people that work or learn at The Cottesloe School are of fundamental importance. We aim to provide a safe, secure and pleasant environment for everyone where people are supported to fulfil their potential. The governing body, as an employer, takes responsibility for the health & safety of all our pupils, members of staff and others who visit our premises.

1. Introduction

The Cottesloe School is committed to providing a secure environment for students, where children feel safe and are kept safe. All adults at The Cottesloe 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.

The governors wish all parents and carers to know that they expect the Headteacher and staff to maintain a caring, respectful atmosphere in the school where the pupils can feel happy and secure and work to the best of their ability. The governors believe that this atmosphere presently exists within the school.

In adhering to this policy, and the procedures therein, staff and visitors will contribute to The Cottesloe School delivery of the outcomes to all children, as set out in s10 (2) of the Children Act 2004¹. This Preventing Extremism and Radicalisation Policy is one element within our overall school strategy to Safeguard and Promote the Welfare of all Children in line with our statutory duties set out at s175 of the Education Act 2002.

Our school's Preventing Extremism and Radicalisation Policy also draws upon the guidance contained in Department for Education's Guidance "Keeping Children Safe in Education 2018"; and specific resources and reports "Learning Together to be Safe" and "The Prevent Duty 2015".

Definitions

British Values are democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs.

¹ s10 (2) of the Children Act 2004*.

* *the physical, mental health and emotional well-being of children; the protection of children from harm and neglect; the education, training and recreation of children; the contribution made by them to society; and their social and economic well-being.*

Radicalisation is the process through which an individual changes from passiveness or activism to become more revolutionary, militant or extremist, especially where there is intent towards, or support for, violence.

Extremism is defined in the 2011 Prevent strategy as vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different beliefs and faiths. Also included are calls for the death of members of our armed forces whether in this country or overseas. Terrorist groups very often draw on extremist ideas developed by extremist organisations.

Violent extremism is related to terrorism, which is 'at the extreme end of an extreme position, using fear and violence to achieve political ends'. It describes the attitudes, beliefs and actions that condone violence as a means of political end. This includes views that:

- Foment, justify or glorify terrorist violence in furtherance of particular beliefs
- Seek to provoke others to terrorist acts
- Foment other serious criminal activity or seek to provoke others to serious criminal acts
- Foster hatred intended to cause violence between communities in the UK.

Legislation and regulation

The duty to prevent children and young people being radicalised is set out in the following documents.

- Counter Terrorism and Security Act (2015)
- Keeping Children Safe in Education (2018)
- Prevent Duty Guidance (2015)
- Working Together to Safeguard Children (2018)

In adhering to this policy, and the procedures therein, staff and visitors will contribute to The Cottesloe School's delivery of the outcomes to all pupils, as set out in s10 of the Children Act 2004

This Preventing Extremism and Radicalisation Policy is one element within our overall arrangements to Safeguard and Promote the Welfare of all Pupils in line with our statutory duties set out in Keeping Children Safe in Education 2018

2. Ethos and Practice

When operating this policy The Cottesloe School uses the following accepted Governmental definition of extremism 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 school, whether from internal sources - students, staff or governors, or external sources - school community, external agencies or individuals. Our students 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 students.

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.

The Cottesloe School will provide a broad and balanced curriculum, delivered by skilled professionals, so that our students are enriched, understand and become tolerant of difference and diversity and also to ensure that they thrive, feel valued and not marginalised.

Furthermore, at The Cottesloe School we are 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 students 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 students or staff will always be challenged and where appropriate dealt with in line with our Behaviour Management Policy for students and the Code of Conduct for staff. Through a broad and balanced curriculum, students explore the Healthy Relationships by way of cross-curricular themes and in particular the PSHCE and assembly programme. We actively challenge students, staff or parents expressing opinions contrary to our Healthy Relationships Agenda and seek to promote a positive approach to the areas named above.

As part of wider safeguarding responsibilities school staff will be alert to:

- Disclosures by students 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 students have not actively sought these out;
- Graffiti symbols, writing or art work promoting extremist messages or images;
- Students accessing extremist material online, including through social networking sites, e-safety policies have been impact assessed and control measures in place;
- Parental reports of changes in behaviour, friendship or actions and requests for assistance;
- Partner schools, local authority services, police reports of issues affecting students in other schools or settings;
- Students 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.

Our school will closely follow any locally agreed procedure as set out by the Local Authority and/or Buckinghamshire's Safeguarding Children Board's agreed processes and criteria for safeguarding individuals vulnerable to extremism and radicalisation.

The Cottesloe School have determined Healthy Relationships to be:

- **Others** – Respect, Equality, Empathy
- **Community** – Tolerance, Democracy, Opportunity
- **Self** – Respect, Honesty, Excellence

As a school we aim to develop and nurture these by:

- Planning a vibrant, engaging Assembly programme with core ethical values and beliefs at its heart.
- A well-structured Personal, Social, Health, Cultural and Economic Education programme (PSHCE) which addresses all of the requirements of the programmes of study (looking at Democracy, British Values, Human Rights and responsibilities). Our PSHCE education programme will equip pupils with a sound understanding of risk and with the knowledge and skills necessary to make safe and informed decisions.

Principles and Values of the school curriculum

The Cottesloe School believes that the broad and balanced curriculum should:

- Develop a student's knowledge and understanding of what constitutes a healthy lifestyle.
- Promote independent and responsible members of the school and local community.
- Encourage every student to be positive and active members of a democratic society.
- Develop self-confidence and self-esteem, and assist students to make informed choices regarding personal and social issues.
- Develop good relationships with other members of the school and the wider community.
- Encourage students and teachers to share and respect each other's views.
- Generate an atmosphere where questions and discussion on matters can take place without any stigma or embarrassment.
- Recognise that the wider community has much to offer and we aim to work in partnership with relevant professionals and other school partners.
- Enable students to be aware of safety issues.
- Encourage respect for others regardless of race, gender and mental and physical disability.
- A strong Ethics and Philosophy programme at every Key Stage.
- Effective and well-managed School Council called The Student Voice enabling students to actively participate in the democratic process.
- A broad and balanced curriculum which addresses many of these core values across a range of subject areas.
- Having a clearly communicated and consistently applied Behaviour Policy so that students understand what is expected of them and the consequences of both meeting and failing to meet these expectations.
- The Healthy Relationships Agenda
- The Cottesloe Charter which is regularly referred to and communicated with students, reiterating that we are a school community built on mutual respect and understanding.
- Adopting restorative approaches, where possible, to resolve any difficulties between members of our school community.
- Having a rigorous commitment to student safety (for example: trips and visits policy and procedures, Safeguarding procedures, Code of Conduct and Health and Safety procedures).

3. Curriculum and Teaching Approaches

We will all strive to eradicate the myths and assumptions that can lead to some young people 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, but also by adopting the methods outlined in research documents.

We will ensure that all of our teaching approaches help our students build resilience to extremism and give students 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.

We will be flexible enough to adapt our teaching approaches, as appropriate, 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 methodologies following the three broad categories of:

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

Therefore, this approach will be embedded within the ethos of our school so that students know and understand what safe and acceptable behaviour is in the context of extremism and radicalisation. This will work in conjunction with our school's approach to the Spiritual, Moral, Social and Cultural development of students as defined in Ofsted's School Inspection Handbook and will include the use of assemblies to help further promote the rounded holistic development of our students.

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:

- Open discussion and debate, facilitated through PSHCE ~~and P4G~~
- Work on anti-violence and restorative approaches addressed throughout curriculum and the behaviour policy;
- Focused educational programmes.

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 support. Additionally, in such instances our school will seek external support from the Local Authority and/or local partnership structures working to prevent extremism.

Democracy is an integral part of school life which is embedded through our school council, Student Voice and the right to learn. Visits from authorities, such as the Police and Fire Services reinforce the importance of the rule of law. This is also supported through the strong pastoral system and The Cottesloe Charter.

Individual liberty is taught through e-safety sessions delivered as part of the PHSCE programme, the ICT curriculum and as part of the assembly programme, where students receive advice on how to safely exercise their rights and personal freedoms when online,

whilst being made aware of their own duty of care while engaging in such activity. The Cottesloe School has a 'Stand Up, Step In, Speak Out' button on the school website which encourages students to inform the pastoral team of any bullying. As a school we also encourage our students to respect other people with particular regard to protected characteristics: disability, race/ethnic identity, religion/beliefs, gender, sexual orientation, age, marriage/civil partnership, pregnancy.

The Cottesloe Charter, school ethos and behaviour policy revolve around 'respect' as a core value, and discussions and assemblies focus on what respect means and how it is modelled. Staff are expected to model behaviour to our students by setting standards of attitudes and behaviour in school.

In Key Stage 3 History students study the Holocaust which has obvious links to morality and responsibility. Students reflect upon the reasons behind the atrocity. Students will also look at crime and punishment and Guy Fawkes. In Key Stage 4, students study the persecution of minorities and the impact of government decisions on different groups.

In Geography students look at the 'One Child Policy' in China and discuss the morality of giving aid to poorer countries.

In Ethics and Philosophy students in Key Stage 3 look at faiths from around the world and explore the similarities and differences between faiths. Students gain an appreciation of the faith differences and able to develop a mutual respect for the differences in culture.

In PE students are taught adherence to fair play and how this aligns itself with whole school culture, ethos and mission statements and gain an insight into what this looks like in other life experiences.

Through a broad and balanced curriculum and the opportunities that lessons create, the staff and Governors of The Cottesloe School believe students are able to demonstrate:

- Their ability to recognise the difference between right and wrong and respect the civil and criminal law of England.
- Their acceptance of and engagement with the 'fundamental British values', and demonstrating the skills and attitudes that allow them to participate and contribute to life in modern Britain.
- Their understanding of the range of cultures within the school "and further afield" as preparation for life in modern Britain.

We will also work with local faith leaders, 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 students' experiences and horizons, The Parents Forum provides the vehicle for parental voice in this regard, as well as the Ofsted Parent View questionnaire.

We will help support students who may be vulnerable to such influences as part of our wider safeguarding responsibilities and where we believe a student is being directly affected by extremist materials or influences we will ensure that that student is offered mentoring support through our internal LINC Centre. Additionally, if necessary our school will seek external support from the Local Authority and/or local partnership structures working to prevent extremism.

At The Cottesloe School we will promote the values of democracy, the rule of law, individual liberty, mutual respect and tolerance for those with different faiths and beliefs. We will teach and encourage students to respect one another and to respect

and tolerate difference. It is indeed our most fundamental responsibility to keep our students safe and prepare them for life in modern multi-cultural Britain and globally.

4. Use of External Agencies and Speakers

At The Cottesloe School, we encourage the use of external agencies or speakers to enrich the experiences of our students, however we will consistently positively vet those external agencies, individuals or speakers who we engage to provide such learning opportunities or experiences for our students.

Such vetting is 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 school will assess the suitability and effectiveness of input from external agencies or individuals to ensure that:

- Any messages communicated to students 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 students 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;
- Activities are carefully evaluated by schools to ensure that they are effective.

We recognise, however, that the ethos of our school is to encourage students 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, augmented by 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.

5. Whistleblowing

Where there are concerns of extremism or radicalisation, students, staff and governors will be encouraged to make use of our internal systems to "whistleblow" or raise any issue in confidence.

They must inform the Headteacher straight away (or if it relates to the Headteacher inform the Chair of Governors). Please see the school's Whistleblowing Policy.

6. Safeguarding

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

Staff at The Cottesloe 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 (these examples are for illustration and are not definitive or exhaustive). Therefore, all adults working in The Cottesloe School (including visiting staff, volunteers, contractors and any student teachers on placement) are required to report instances where they believe a child may be at risk of harm or neglect to a member of the safeguarding team via the confidential 'Safeguard' database.

In The Cottesloe School, our Safeguarding reporting arrangements are set out fully in our Child Protection Policy.

Training

Whole school in-service training on Safeguarding and Child Protection will be organised for staff every year and will, in part, include training on extremism and radicalisation and its safeguarding implications.

The Designated Safeguarding Lead will attend training courses as necessary and the appropriate inter-agency training at least every two years, again this will include training on extremism and radicalisation and its safeguarding implications.

Recruitment

The arrangements for recruiting all staff, permanent and volunteers, to our school will follow guidance for safer recruitment best practice in education settings, including, but not limited to, ensuring that DBS checks are always made at the appropriate level, that references are always received and checked and that we complete and maintain a single central record of such vetting checks.

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

We will be alert to the possibility that persons may seek to gain positions within our school so as to unduly influence our schools character and ethos. We are aware that such persons seek to limit the opportunities for our students thereby rendering them vulnerable to extremist views and radicalisation as a consequence.

Therefore, by adhering to safer recruitment best practice techniques and by ensuring that there is an ongoing culture of vigilance within our school and staff we will minimise the opportunities for extremist views to prevail.

7. Role of Governing Body

The Governing Body of our 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 will support the ethos and values of our school and will support the school in tackling extremism and radicalisation.

In line with the provisions set out in the DfE guidance 'Keeping Children Safe in Education 2018' the Governing Body will challenge the Senior Leadership Team on the delivery of this policy and monitor its effectiveness.

8. Review

This policy will be reviewed in three years (earlier if any legislative change).

November 2018