Preventing Extremism & Radicalisation Policy

1. Introduction

The Creative Education Trust (CET or the Trust) is committed to providing a secure environment for all pupils and students, where children feel safe and are kept safe. All adults at CET 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 the procedures therein, staff and visitors will contribute to CET's delivery of the outcomes to all children, as set out in s10 (2) of the Children Act 2004* and any relevant updates or amendments. This Preventing Extremism and Radicalisation Policy is one element within our overall Trust and 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 and any relevant updates or amendments).

The Trust's Preventing Extremism and Radicalisation Policy also draws upon the guidance contained in DfE Guidance "Keeping Children Safe in Education, 2014" and any updates published; and specifically the DCSF's (now DfE) "Learning Together to be Safe", "Prevent: Resources Guide", "Tackling Extremism in the UK", DfE's "Teaching Approaches that help Build Resilience to Extremism among Young People" and Peter Clarke's Report of July 2014.

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.

2. Trust and Schools' Ethos and Practice

Schools have a role to play in protecting pupils from the risks of extremism and radicalisation, a role which will be underpinned by the new duty in the Counter-Terrorism and Security Act 2015 "*to have due regard to the need to prevent people from being drawn into*

terrorism", due to come into force on 1 July 2015. This policy has been introduced in response to the requirements of this Act. When operating this policy CET 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 Trust schools, whether from internal sources - pupils, students, staff or governors, or external sources - school community, external agencies or individuals. Pupils and students see our school as a safe place where they can explore controversial questions safely and where teachers encourage and facilitate this - the Trust has a duty to ensure this happens.

As a Trust and at individual school level the Trust recognises 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. The Trust also recognises that if it fails to challenge extremist views then it is failing to protect pupils, students and staff.

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 all Trust schools will provide a broad and balanced curriculum, delivered by skilled professionals, so that pupils and 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 all Trust schools, staff 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 pupils and students may themselves reflect or display views that may be discriminatory, prejudiced or extremist, or use 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 Policies for pupils and students and the Staff Behaviour Policy. 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 Trust and school staff will be alert to:
- Disclosures by pupils and 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 pupils or students have not actively sought these out;
- Graffiti symbols, writing or art work promoting extremist messages or images;
- Pupils or students 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, 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.

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

At CET, the Trust has determined "British Values" to be:

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

The Trust aims 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 and Citizenship education programme which addresses all of the requirements of the programmes of study (looking at Democracy, Freedom, the rule of law, Human Rights and responsibilities)
- A strong Religious Studies and Ethics programme at every Key Stage
- Effective and well-managed School Councils enabling pupils and students to participate actively 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 pupils and students 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 school communities
- Having a rigorous commitment to student safety (for example: trips and visits policy and procedures, Safeguarding procedures, Behaviour policies and Health and Safety policies and procedures)

3. Teaching Approaches

The Trust and all schools within it will 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 schools this will be achieved by good teaching, primarily via PSHE; but also by adopting the methods outlined in the Government's guidance 'Teaching approaches that help build resilience to extremism among young people' DfE 2011.

The Trust and all schools within it will ensure that all teaching approaches help pupils and students build resilience to extremism and give them a positive sense of identity through the development of critical thinking skills. The Trust and all schools within it will ensure that all of staff are equipped to recognise extremism and are skilled and confident enough to challenge it.

The Trust and all schools within it will be flexible enough to adapt teaching approaches, as appropriate. In doing so the Trust and all schools within it will apply the 'key ingredients' for success as set out in the Table in Appendix 1 taken from the DfE document above and the Trust and all schools within it 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 pupil/student centered approach;
- Facilitating a 'safe space' for dialogue, and
- Equipping our pupils and students with the appropriate skills, knowledge, understanding and awareness for resilience.

Therefore this approach will be embedded within the ethos of all Trust schools so that pupils and students know and understand what safe and acceptable behaviour is in the context of extremism and radicalisation. This will work in conjunction with our schools' approach to the Spiritual, Moral, Social and Cultural development of students as defined in OfSTED's School Inspection Handbook and will include the sound use of assemblies to help further promote this rounded development of our pupils and 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. The Trust and all schools within it will achieve this by using a curriculum that includes:

- Citizenship educational programmes;
- Open discussion and debate;
- Work on anti-violence and a restorative approach addressed throughout curriculum and the behaviour policies
- Focussed educational programmes.

The Trust and all schools within it will also work with local partners, families and communities in our efforts to ensure each school understands and embraces our local context and values in challenging extremist views and to assist in the broadening of our pupils' and students' experiences and horizons.

The Trust and all schools within it will help support students who may be vulnerable to such influences as part of wider safeguarding responsibilities and where a school believes a student is being directly affected by extremist materials or influences the school concerned will ensure that that student is offered mentoring delivered by a suitably trained member of school staff or by an external agency. Additionally in such instances the school concerned will seek external support from the Local Authority and/or local partnership structures working to prevent extremism.

The Trust and all schools within it will promote the values of democracy, the rule of law, individual liberty, mutual respect and tolerance for those with different faiths and beliefs. The Trust and all schools within it will teach and encourage students 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 pupils and students safe and to prepare them for life in modern multi-cultural Britain and globally.

4. Use of External Agencies and Speakers

The Trust and all schools within it encourage the use of external agencies or speakers to enrich the experiences of pupils and students, however schools will positively vet those external agencies, individuals or speakers they engage to provide such learning opportunities or experiences for pupils and students.

These external agencies will be vetted to ensure that schools do not unwittingly use agencies that are inconsistent with, or are in compete opposition to, the schools' values and ethos. Schools must be aware that in some instances the work of external agencies may not be connected directly with the rest of the school curriculum so schools need to ensure that this work is of benefit to pupils and students.

Headteacher and Principals 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.

The Trust recognises, however, that the ethos of Trust schools is to encourage pupils and students to understand opposing views and ideologies, appropriate to their age, understanding and abilities, and to be able to engage actively with them in informed debate, and the Trust and all schools within it may use external agencies or speakers to facilitate and support this.

Therefore by delivering a broad and balanced curriculum and enrichment programme augmented by the use of external sources where appropriate, the Trust and all schools within it will strive to ensure our pupils and students recognise risk and build resilience to manage any such risk themselves where appropriate to their age and ability but also to help pupils and students develop the critical thinking skills needed to engage in informed debate.

5. Whistle Blowing

Where there are concerns of extremism or radicalisation Students, Staff and Governors will be encouraged to make use of our internal systems to whistle blow or raise any issue in confidence. Student, staff and governors are also encouraged to follow any local policies and work with local agencies.

They must inform the Headteacher/Principal straight away (or if it relates to the Headteacher inform the Chair of Governors).

6. Safeguarding

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

Staff at the Trust and all schools within it will be alert to the fact that whilst Extremism and Radicalisation is 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 within the Trust (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 neglect to the Designated Safeguarding Lead or Headteacher/Principal.

Trust Safeguarding reporting arrangements are set out fully in the Safeguarding Policies.

The Designated Safeguarding Lead in each school works in line with the responsibilities as set out at Annex B of the DfE Guidance 'Keeping Children Safe in Education'.

7. Role of the Local Governing Body (LGB)

The LGB at each school will receive appropriate training to ensure that it is clear about its role and the parameters of its responsibilities, including its statutory safeguarding duties.

The LGB will support the ethos and values of each 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, 2014' the governing body will challenge the school's senior management team on the delivery of this policy and will monitor its effectiveness.

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Appendix 1: 'Key Ingredients' for successful teaching in the context of 'push' and 'pull' factors

PUSH FACTORS	KEY INGREDIENTS	PULL FACTORS
Factors that push an individual/make an individual vulnerable to extremist messages	**Teacher confidence** in many cases it will be the use of existing teaching skills and methods which may well be the most effective approach.	Factors that draw young people into extremist messages
Lack of excitement, frustration	**Teacher attitudes and behaviours** - 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	Charismatic/confident individuals (recruiters)
Lack of sense of achievement – seen as significant 'lack of purpose', confidence in the future, life goals		Network/sense of belonging
Lack of an outlet for views	**Specific knowledge:** - Understanding other cultures and religions as well as alternative values and beliefs (whilst being careful to avoid 'othering') - Knowledge of an alternative values framework	Broader community views which enable or do not oppose extremism.
Gaps in knowledge or understanding of Islam – both young people and their parents		Persuasive, clear messages. Exploiting knowledge gaps.
Sense of injustice	**Teaching practice/pedagogy:** - Boosting critical thinking (seeing through propaganda, singular messages etc) - Helping to see multiple perspectives - Using multiple resources/methods - Embedding or sustaining dialogue following specialist interventions - Enabling students to tackle difficult issues - Linking school work to the wider community - Drawing evidence from across the curriculum - Developing in young people a sense of multiple identities. Help young people become aware of, and comfortable with, multiple personal identity	
Humiliating experiences (including bullying, racial discrimination as well as perceived humiliating experiences. Perhaps linked closely to sense of injustice)		
Exclusion – lack of belonging to peer or community networks, associations etc		
Below the line: factors that are out of scope of this study		
Disaffection with wider societal issues	Other factors	Sense of dignity and importance and loyalty
Disruptive home life	Support from senior leaders	Exciting (non-teaching) activities
	Pupil support processes	Sense of purpose in life