



## PREVENTING EXTREMISM AND RADICALISATION POLICY

**This Policy should be read in conjunction with the Safeguarding and Child Protection Policy.**

This policy will be reviewed in full by the Governing Body on an annual basis.

Signature ..... Date .....

Early Years Manager at Carmel Christian School

Signature ..... Date .....

Chairperson of the Governing Body

Signature ..... Date .....

Wayne Skinner, Chairperson CMI Board of Trustees

Revision table	Date	Details
Review	18 November 2017	Major rebuild of several sections
Review	11 November 2018	Review of the policy by the Governors
Review	31 August 2019	Review
Review	31 August 2020	Review
Review	28 April 2021	Review due to staff and school changes
Next review due	28 April 2022	

## **Introduction**

All schools and colleges are subject to a duty under section 26 of the Counter-Terrorism and Security Act 2015 (the CTSA 2015) in the exercise of their functions to have “due regard to the need to prevent people from being drawn into terrorism”. This duty is known as the Prevent duty.

The Prevent duty should be seen as part of schools’ and colleges’ wider safeguarding obligations. Designated safeguarding leads and other senior leaders should familiarise themselves with the revised [Prevent duty guidance: for England and Wales](#), especially paragraphs 57-76, which are specifically concerned with schools (and also covers childcare).

Carmel Ministries International (CMI) including Carmel Christian School (CCS) is committed to providing a secure environment for students, 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 will contribute to our school’s delivery of the outcomes to all children as set out in section 10 (2) of the Children Act 2004.

This Preventing Extremism and Radicalisation 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 in the Education Act 2002.

This policy also draws on:

- DfE Guidance, Keeping Children Safe in Education 2020
- The Prevent duty
- Channel guidance
- Guidance in the ‘London Child Protection Procedures’
- DfE’s ‘Teaching Approaches that help Build Resilience to Extremism among Young People’
- Peter Clarke’s Report of July 2014

## **School Ethos and Practice**

When operating this policy, we use the following accepted Governmental definitions of extremism and radicalisation, which are:

*‘Extremism: the vocal or active opposition to our fundamental values, including the rule of law, individual liberty and the mutual respect and tolerance of different faiths and beliefs. This also includes calling for the death of members of the armed forces.’*

*'Radicalisation: the process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups.'*

The full Government Prevent Strategy can be viewed at:

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/97976/prevent-strategy-review.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/97976/prevent-strategy-review.pdf)

The Prevent duty may be found at:

<https://www.gov.uk/government/publications/protecting-children-from-radicalisation-the-prevent-duty>

Channel guidance may be found at:

<https://www.gov.uk/government/publications/channel-guidance>

Educate Against Hate:

Resources to support and equip school and college leaders, teachers, and parents with information, tools and resources (including on the promotion of fundamental British values) to help recognise and address extremism and radicalisation in young people may be found at: <https://educateagainsthate.com/teachers/>. The platform provides information on and access to training resources for teachers, staff and school and college leaders.

There is no place for extremist views of any kind in our school, whether from internal sources – students, staff or governors/trustees, 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.

We, therefore, 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 to ensure 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 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 Policy for students and the Code of Conduct for staff.

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
- Parental reports of changes in behaviour, friendship or actions and requests for assistance
- Partner schools, local authority services, and 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 our Safeguarding Children Board's agreed processes and criteria 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 LA 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 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, 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, where appropriate.

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 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 at Page 15 of that document (see Appendix A) 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] design and a pupil centred approach
- Facilitating a ‘safe space’ for dialogue, and
- Equipping our students 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.

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 following the Early Years curriculum under ‘Understanding of the World’:

- Continue to develop positive attitudes about the differences between people
- Know that there are different countries in the world
- Talk about differences they have experienced or seen in photos or in the media
- Use a diverse range of resources
- Talk about members of their families and community
- Understand that some places are special to members of their community
- Recognise that people have different beliefs and celebrate special times in different ways
- Recognise some similarities and differences between life in this country and life in other countries

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 pupil’s experiences and horizons. We will help support students 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 the pupil is offered mentoring. Additionally, in such instances, our school will seek external support from the Local Authority and/or local partnership structures working to prevent extremism.

At our 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, especially those of a different faith or no faith. It is indeed our most fundamental responsibility to keep our students safe and prepare them for life in modern multi-cultural Britain and globally.

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

We encourage the use of external agencies or speakers to enrich the experiences of our children; however, we will positively vet the external agencies, individuals or speakers we engage to provide such learning opportunities or experiences for our students. To do this, we will use our LA's guidance for Managing the Work of External Agencies.

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 all students.

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

- Any messages communicated to children 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 matched to the needs of students
- Activities are carefully evaluated 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.

By delivering a broad and balanced curriculum, augmented by the use of external sources where appropriate, we will strive to ensure our children recognise risk and build resilience to manage any such risk themselves where appropriate to their age and ability but also to help children develop the critical thinking skills.

### **Whistleblowing**

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

Please refer to our Whistleblowing Policy.

### **Child Protection**

Please refer to our Safeguarding and 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 (these examples are for illustration and are not definitive or exhaustive).

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 neglect to the Designated Safeguarding Lead or Early Years Manager.

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

The Designated Safeguarding Lead for Carmel Ministries International is: Andy Elmer

The Designated Safeguarding Lead for Carmel Christian School is: Joanne Collins

The Designated Safeguarding Lead works in line with the responsibilities as set out at Annex B of the DfE Guidance 'Keeping Children Safe in Education 2020'

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 wellbeing and is the first point of contact for external agencies.

In line with Recommendation 2 of Peter Clarke's Report, in Carmel Ministries International (CMI) including Carmel Christian School (CCS), the role of the Designated Safeguarding Lead will be extended, at the appropriate time, to include the responsibilities of the PREVENT strand of the Government's counter-terrorism strategy.

### **Training**

Whole school in-service training on Safeguarding and Child Protection will be organised for staff and governors at least every three years 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 organised by the Bristol Safeguarding Partnership at least every two years. Again, this will include training on extremism and radicalisation and its safeguarding implications, with updates every year.

### **Recruitment**

The arrangements for recruiting all staff, permanent and volunteers, to our school will follow 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 to influence our school's character and ethos unduly. We are aware that such persons seek to limit the opportunities for our students, thereby rendering them vulnerable to extremist views and radicalisation.

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 will minimise the opportunities for extremist views to prevail.

### **Role of Governing Body/Trustees**

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

The Governing Body/Trustees 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 Recommendation 13 of Peter Clarke's report, details of our Governing Body/Trustees will be published on our school website to promote transparency.

In line with the provisions set out in the DfE guidance 'Keeping Children Safe in Education,



2020', the governing body will challenge the school's senior management team on the delivery of this policy and monitor its effectiveness.

Governors/Trustees will review this policy regularly (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 DfE guidance 'Keeping Children Safe in Education'.

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 DSL and Early Years Manager will actively evaluate the effectiveness of this policy by monitoring the staff's understanding and application of the procedures within this policy as their overall duty to safeguard children.