



# Crown Lane Primary School

## Preventing Extremism and Radicalisation Safeguarding Policy

### Introduction

Crown Lane Primary School and Children Centre is committed to providing a secure environment for pupils, where children feel safe and are kept safe. All adults at Crown Lane Primary School and Children Centre 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 Crown Lane Primary School and Children Centre's delivery of the outcomes to all children, as set out in s10 (2) of the Children Act 2004<sup>1</sup>. 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 is in line with the requirements of Counter Terrorism and Security Act 2015 and the Prevent Duty Guidance but also draws upon the guidance contained in the "London Child Protection Procedures" and DfE Guidance "Keeping Children Safe in Education, 2014"; and specifically DCSF Resources "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.

<sup>1</sup> *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.*

### School Ethos and Practice

We are aware that Lambeth is a PREVENT priority area within the National Counter Terrorism Strategy. When operating this policy Crown Lane Primary School and Children Centre 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 – 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 as non-violent extremism can create an atmosphere conducive to terrorism and popularise such views which terrorists can exploit. This must 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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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, at Crown Lane Primary School and Children Centre we will provide a broad and balanced curriculum, which promotes spiritual, moral, cultural, mental, and physical development of our pupils and that prepares our pupils for the responsibilities and experiences of life. Our broad and balanced curriculum will be delivered by skilled professionals, so that our pupils are enriched, understand and become tolerant of difference and diversity and also to ensure that they thrive, feel valued and not marginalized.

Furthermore at Crown Lane Primary School and Children Centre 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 pupils may themselves reflect or display views that may be discriminatory, prejudiced or extremist, including using derogatory language. We will ensure that our acceptable use of digital technologies, including the internet, will reflect our Prevent duty and appropriate levels of filtering will be used, and we note Government guidance on the use of Social Media networks to radicalise young people. We will be vigilant to the possibility that our pupils could be exposed to such influences outside of school and through their own personal internet enabled devices and will ensure that this topic is addressed through our wider E-Safety programme with pupils.

Any prejudice, discrimination or extremist views, including derogatory language, displayed by pupils or staff will always be challenged and where appropriate dealt with in line with our Behaviour and Discipline Policy for pupils or 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 to a Prohibition Order is warranted.

As part of wider safeguarding responsibilities school staff will be 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



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- Attempts to impose extremist views or practices on others
- Anti-Western or Anti-British views

## Risk Assessment

In line with the Prevent Duty Statutory Guidance we will assess the risk of our pupils, and staff, being drawn into terrorism and the support of extremist ideas and our school will closely follow any locally agreed procedures, and use self-assessment and risk assessment tools for this purpose as set out by the Local Authority and/or Lambeth's Safeguarding Children Board's agreed processes and criteria for safeguarding individuals vulnerable to extremism and radicalisation.

We will liaise with partners to ensure that, where appropriate, referrals are made to Channel team so that support is made available to individuals who are at risk of being drawn into terrorism.

## 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.

We will 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 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, so as 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 '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 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 pupils 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 pupils as defined in OfSTED's School Inspection Handbook



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and will include 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 will achieve this by using a curriculum that includes:

- Citizenship programmes
- Open discussion and debate
- Work on anti-violence and a restorative approach addressed throughout curriculum
- Focussed educational programmes

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 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 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 Crown Lane Primary School and Children Centre 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 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 globally.

## Use of External Agencies and Speakers

At Crown Lane Primary School and Children Centre we encourage the use of external agencies or speakers to enrich the experiences of our pupils, however we will 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 will use the Lambeth Toolkit 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 compete 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 pupils are consistent with the ethos of the school and do not marginalise any communities, groups or individuals



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- Any messages do not seek to glorify criminal activity or extremism (violent or non-violent) 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 matched to the needs of pupils
- Activities are carefully evaluated by schools to ensure that they are effective

We recognise, however, that the ethos of our school is to encourage pupils 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.

In line with the Counter Terrorism and Security Act 2015 we will closely vet any application for the letting of any part of our school premises to ensure that we do not provide facilitate the provision of a platform for extremists to disseminate extremist views.

## **Use of Premises / School Facilities**

We will ensure, as far as it is practicable to do so, that any third parties wishing to use or hire school facilities independently of the school are properly vetted with regard to the purpose of that letting arrangement and to that end Crown Lane Primary School and Children Centre will not allow our spaces to be hired to any person or group that wishes to promote extremist views or seek to radicalise others.

## **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.

## **Stage One**

An individual, who has grounds to believe that the malpractice has occurred or they are concerned with radical and extremist behaviour from a staff member, they should raise their concerns with their Mr Farrell (Headteacher). This may be done orally or in writing.



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## Stage Two

If the individual feels unable for whatever reason to raise the matter with their Headteacher/manager under stage one, then they should raise the matter with their Chair of Governors.

On receipt of the disclosure, the Headteacher/Chair of Governors will offer to interview the Discloser in confidence. The interview should take place as soon as practicable after the initial disclosure. The Disclosure may be accompanied by a local trade union representative or work colleague at the interview. The Headteacher/Chair of Governors may also be accompanied by an administrative assistant/clerk to take notes, which will not identify the Discloser.

The purpose of the interview will be for the Headteacher/Chair of Governors to:

- obtain as much information as possible from the Discloser about the grounds of the belief of malpractice; and
- to consult with the Discloser about further steps which could be taken.

## Stage Three

If stage one and/or two have been followed and the individual still has concerns, or if they feel that the matter is such that they feel they cannot raise it with their Headteacher or the Chair of Governors, for example because it concerns them or it is very serious, then the Discloser could contact:

- their relevant trade union; or
- The independent charity Public Concern at Work on 020 7404 6609.

Employees in or working with or assisting Lambeth Schools who are not satisfied with the action taken by the Governing Body and feels it right to question the matter further, may consider the following possible contact points:

- Lambeth Council's Executive Director CYPS and/or Chief Internal Auditor
- Lambeth Council's Internal Audit and/or the District Auditor
- The employee's Trade Union
- The Citizens Advice Bureau and/or law centre/firm
- Relevant professional bodies or regulatory organisations
- The Local Government Ombudsman
- The Information Commissioner
- A relevant voluntary organisation
- The Police and/or Health and Safety Executive



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## Child Protection

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

Staff at Crown Lane Primary School and Children Centre 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 Crown Lane Primary School and Children Centre (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.

In Crown Lane Primary School and Children Centre our Child Protection reporting arrangements are set out fully in our Child Protection Policy and are summarised here, as follows;

- Staff members are required to complete the Child Protection Record of Concern Document
- Once completed, the staff member and Mr Beaumont-Cole will review the document
- Mr Beaumont-Cole will assess whether the concern meets the threshold for children Services. This may be discussed with the Headteacher or the Deputy Head
- If the concern is deemed Low and Medium level, then Mr Beaumont-Cole will take the required action in light of the concern

### Role of the Designated Safeguarding Lead

The Designated Safeguarding Lead is: Mr Beaumont-Cole

The Deputy Designated Safeguarding Leads are : Mrs John-Cyrus and Mr Farrell

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'.

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 line with Recommendation 2 of Peter Clarke's Report; In Crown Lane Primary School and Children Centre 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.



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## 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 comply with the prevailing arrangements agreed by the Local Authority and Lambeth's Safeguarding Children Board and will, in part, include training on extremism and radicalisation and its safeguarding implications.

The Designated Safeguarding Lead will attend Lambeth training courses as necessary and the appropriate inter-agency training organised by the Lambeth Safeguarding Children Board 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 Lambeth's 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 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 ongoing culture of vigilance within our school and staff team we will minimise the opportunities for extremist views to prevail.

## 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 Recommendation 13 of Peter Clarke's report details of our Governing Body 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, 2014' the governing body will challenge the school's senior management team on the delivery of this policy and monitor its effectiveness.



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Governors will review this policy at PPC meetings, and they 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 schools website

In Crown Lane Primary School and Children Centre, the Headteacher 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.

Signed:

Headteacher \_\_\_\_\_

Date: \_\_\_\_\_

Chair of Governors \_\_\_\_\_

Date: \_\_\_\_\_