



# Preventing Extremism and Radicalisation Policy

This policy was approved and ratified by the People & External Relations  
Committee of Cox Green School

On 6<sup>th</sup> July 2023

Version	Authorisation	Approval Date	Effective Date	Next Review
1	Full Governing Body	Oct 2014	Oct 2014	July 2016
1.1	People & External Relations Committee	7/6/16	7/6/16	June 2019
1.2	People & External Relations Committee	16/1/18	16/1/18	June 2021
1.3	People & External Relations Committee	12/1/21	12/1/21	Jan 2024
1.4	Senior Leadership Team	6/7/23	6/7/23	July 2026



## 1. Introduction

Cox Green School is committed to providing a secure environment for students, where children feel safe and are kept safe. All adults at Cox Green 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 the procedures therein, staff and visitors will contribute to Cox Green School's delivery of the outcomes to all children, as set out in s10 (2) of the Children Act 2004\*. 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 also draws upon the guidance contained in the "London Child Protection Procedures" and DfE Guidance "Keeping Children Safe in Education"; 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.

*\* 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. School Ethos and Practice

When operating this policy Cox Green 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 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; it equips young people with the knowledge, skills and critical thinking, to challenge and debate in an informed way.

Therefore, at Cox Green School we 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. This will also ensure that they thrive, feel valued and not marginalized.

Furthermore, at Cox Green 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 and Discipline Policy for students and 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 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, 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 Berkshires Safeguarding Children Board's agreed processes and criteria for safeguarding individuals susceptible to extremism and radicalisation.

### **3. 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 PD, the tutor program and assemblies; 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 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, 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 in Appendix 1 taken from the DfE document above 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 and a student-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 and will include the sound use of assemblies to help further promote this rounded 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:

- Citizenship programmes;
- Open discussion and debate;
- Work on anti-violence and a restorative approach addressed throughout curriculum and the behaviour policy;
- 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 students' experiences and horizons. We will help support students who may be susceptible 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. Additionally in such instances our school will seek external support from the Local Authority and/or local partnership structures working to prevent extremism.

At Cox Green 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.

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

At Cox Green School we encourage the use of external agencies or speakers to enrich the experiences of our students, however we will positively vet those external agencies, individuals or speakers who we engage to provide such learning opportunities or experiences for our students. References from other users of the speaker should be read, the relevance of the particular speaker should be discussed with the relevant line-manger, head of year and leadership link. A pre-meeting phone call must be held to discuss code of conduct, bringing of identity documentation for DBS checking and to be informed that if the school is unhappy with the talk, then it reserves the right to stop the talk.

These external agencies will be vetted 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 students.



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;
- If the school is unhappy with the talk we will reserve the right to stop the talk.

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 and enrichment programme augmented by the use of external sources where appropriate, we will strive to ensure our students recognise risk and build resilience to manage any such risk themselves where appropriate to their age and ability but also to help 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 Trustees will be encouraged to make use of our internal systems to Whistle Blow or raise any issue in confidence.

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

## **6. Safeguarding**

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

Staff at Cox Green 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 Cox Green 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 Headteacher.

In Cox Green School our Safeguarding reporting arrangements are set out fully in our Safeguarding Policy and are summarised here, as follows;



- Complete a CPOMS referral to the relevant SAFE manager linked to the year group. CPOMS – Child Protection Online Management System is the school’s safeguarding, pastoral and wellbeing recording system.

#### Role of the Designated Safeguarding Lead

The Designated Safeguarding Lead is: Charlotte Morgan-Russell  
The Designated Safeguarding Officer/Lead Safe Manager is: Sharon Phelps  
The Deputy Designated Safeguarding Officer is: Emma Casement  
The SAFE Managers are: Sophie Bell, Margaret Cowling, Daisy Last

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’ which is detailed in the Safeguarding Policy.

### **7. Role of Board of Trustees**

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

The Board of 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 the provisions set out in the most recent version of DfE guidance ‘Keeping Children Safe in Education’ the Board of Trustees will challenge the school’s senior management team on the delivery of this policy, and monitor its effectiveness.

### **8. Communication of Policy**

This policy is communicated to all staff through annual PREVENT training and is published on the staff intranet Sharepoint and on the school website.

### **9. Evidence of Implementation**

PREVENT training is completed by all school staff and Trustees. This is recorded by the HR Manager and reported to the Headteacher.

### **10. Review of Policy**

This policy shall be reviewed every 3 years by the Senior Leadership Team.



**Appendix 1: ‘Key Ingredients’ for successful teaching in the context of ‘push’ and ‘pull’ factors.**

<p><b>PULL FACTORS</b> - Factors that draw young people into extremist messages</p> <ul style="list-style-type: none"> <li>Charismatic/confident individuals (recruiters).</li> <li>Networks/sense of belonging</li> <li>Broader community views which enable or do not oppose extremism.</li> <li>Persuasive, clear messages. Exploiting knowledge gaps</li> </ul>	<p><b>KEY INGREDIENTS</b></p> <p><b>Teacher confidence</b> in many cases it will be the use of existing teaching skills and methods which may well be the most effective approach. From prison settings, staff who are more confident in their abilities tend to perform much better even though they have not received specialist training</p> <p><b>Teacher attitudes and behaviours</b></p> <ul style="list-style-type: none"> <li>Willingness to admit you don't know</li> <li>Acknowledging controversial issues exist</li> <li>Awareness that I have a role to play</li> <li>Willingness to turn to others for help when you don't know about something</li> </ul> <p><b>Specific knowledge:</b></p> <ul style="list-style-type: none"> <li>Understanding other cultures and religions as well as alternative values and beliefs (whilst being careful to avoid 'othering')</li> <li>Knowledge of an alternative values framework</li> </ul> <p><b>Teaching practice/pedagogy:</b></p> <ul style="list-style-type: none"> <li>Boosting critical thinking (seeing through propaganda, singular messages etc)</li> <li>Helping to see multiple perspectives</li> <li>Using multiple resources/methods</li> <li>Embedding or sustaining dialogue following specialist interventions.</li> <li>Enabling students to tackle difficult issues.</li> <li>Linking school work to the wider community</li> <li>Drawing evidence from across the curriculum</li> <li>Developing in young people a sense of multiple identities. help young people become aware of, and comfortable with, multiple personal identity</li> </ul>	<p><b>PUSH FACTORS</b> – factors that push an individual/ make an individual vulnerable to extremist messages</p> <ul style="list-style-type: none"> <li>Lack of excitement; frustration</li> <li>Lack of sense of achievement – seen as significant. 'lack of purpose' // Confidence in the future, life goals.</li> <li>Lack of an outlet for views.</li> <li>Gaps in knowledge or understanding of Islam – both young people and their parents</li> <li>Sense of injustice</li> <li>Actual or perceived humiliating experiences. (including bullying, racial discrimination as well as perceived humiliating experiences. Perhaps linked closely to sense of injustice)</li> <li>Exclusion – lack of belonging to peer or community networks, associations etc.</li> </ul> <p><b>Below the line: factors that are out of scope of this study</b></p> <ul style="list-style-type: none"> <li>Disaffection with wider societal issues</li> <li>Disruptive home life.</li> </ul> 
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