



Preventing Extremism and Radicalisation Safeguarding Policy

Believing in Excellence means that the Trust has key values that all members of our schools' community live by.

These are:

- Respect;
- Resilience;
- Responsibility.

Date of Policy	September 2023
Date agreed by Trustees	September 2023
Date of next review	September 2024

Cavendish Education Trust (Eastbourne) is an exempt charity and a company limited by guarantee, registered in England and Wales with Company Number 8135372. Its registered office is at Eldon Road, Eastbourne, East Sussex BN21 1UE

Introduction

Cavendish Education Trust is committed to providing a secure environment for pupils, where children feel safe and are kept safe. All adults working within the Cavendish Education Trust 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 all schools within the Trust'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 "Pan Sussex Child Protection Procedures" and DfE Guidance, "Keeping Children Safe in Education, 2022"; 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.

School Ethos and Practice

When operating this policy each school within the Trust 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 any of the Cavendish Education Trust schools, whether from internal sources, pupils, staff or governors, or external sources - school community, external agencies or individuals. Our pupils see 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 group of schools working within a Trust, 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 pupils.

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, we will provide a broad and balanced curriculum, 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, 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.

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 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 all Cavendish Education Trust 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
- Attempts to impose extremist views or practices on others
- Anti-Western or Anti-British views.

All our schools in the Trust will closely follow any locally agreed procedure as set out by the Local Authority and/or the East Sussex Safeguarding Childrens' Partnership (ESSCP) agreed processes and criteria for safeguarding individuals vulnerable to extremism and radicalisation.

Teaching Approaches

All staff 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 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.

All staff 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.

All staff 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 following the three broad categories of:

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

Therefore, this approach will be embedded across the Cavendish Education Trust and within the ethos of every 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 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:

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

Each Trust school will also work with local partners, families and communities in our efforts to ensure each school understands and embraces the local context and values in challenging extremist views and to assist in the broadening of our pupils' 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.

All staff 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

Cavendish Education Trust 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.

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 Trust'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.

Each 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
- Any messages do not seek to glorify criminal activity or violent extremism 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 Trust and indeed in each 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.

Whistleblowing

Where there are concerns of extremism or radicalisation all pupils and staff will be encouraged to make use of our internal systems to Whistle Blow or raise any issue in confidence.

Please refer to Cavendish Education Trust Whistleblowing Policy.

Child Protection

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

All staff 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 within one of our Trust schools (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 Child Protection Teacher and/or Executive Headteacher/Primary Executive Headteacher.

Role of the Designated Senior Lead (DSL)

The DSL works in line with the responsibilities as set out in the DfE Guidance 'Keeping Children Safe in Education'.

The DSL 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; the role of the DSL will be extended, at the appropriate time, to include the responsibilities of the PREVENT strand of the Government's counter-terrorism strategy.

Please refer to the Safeguarding Policy for key contacts.

Training

Whole school in-service training on Safeguarding and Child Protection will be organised for all Cavendish Education Trust staff and governors at least every three years and will comply with the prevailing arrangements agreed by the Local Authority and East Sussex Safeguarding Childrens' Partnership and will, in part, include training on extremism and radicalisation and its safeguarding implications.

The DSL team will attend training courses as necessary and the appropriate inter-agency training organised by the East Sussex Safeguarding Childrens' Partnership 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, within the Cavendish Education Trust 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.

Cavendish Education Trust 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.

Cavendish Education Trust will be alert to the possibility that persons may seek to gain positions within any one of our schools 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 Local Governing Board

The Local Governing Boards at each school within the Trust 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 Local Governing Board at each school will support the ethos and values of the Trust and the school and will support the school in tackling extremism and radicalisation.

In line with Recommendation 13 of Peter Clarke's report details of our Local Governing Board 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, 2022' the governing body will challenge the school's senior management team on the delivery of this policy and monitor its effectiveness.

The Board of Trustees will review this policy regularly (annually) 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.



RISK ASSESSMENT – EXTREMISM AND RADICALISATION

Radicalisation is defined as the process by which people come to support terrorism and extremism and, in some cases, to then participate in terrorist groups.

“**Extremism** 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. We also include in our definition of extremism calls for the death of members of our armed forces, whether in this country or overseas” (HM Government Prevent Strategy 2011)

Since the publication of the **Prevent Strategy**, there has been an awareness of the specific need to safeguard children, pupils and families from violent extremism. There have been attempts to radicalise vulnerable children and pupils to hold extreme views including views justifying political, religious, sexist or racist violence, or to steer them into a rigid and narrow ideology that is intolerant of diversity and leaves them vulnerable to future radicalisation

Location:	Cavendish Education Trust	Risk Assessor:	Dave Kilby
Activity:	Prevention of Extremism and Radicalisation	Date complete:	September 2023

Risk Area	Hazard	Individuals at risk	Risk Low Medium High	Control Measures	Notes/Additional Controls	Residual Risk Low Medium High
Welfare and Safeguarding	Staff or other contracted providers (e.g. regular supply or agency staff) are not aware of the school procedure for handling concerns and or do not feel comfortable sharing issues internally	Pupils	High	<ul style="list-style-type: none"> Designated Safeguarding Lead to have received 'Prevent' awareness training and has disseminate the training to staff. Contracted staff are made aware of the person to whom concerns are to be reported. Preventing pupils from being exposed to radicalisation or extremism is part of safeguarding policies and procedures i.e. Child Protection & E-safety Staff have received appropriate training and are familiar with our Child Protection Policy and procedures Concerns are reported to the DSL Records are held of any referrals with an audit trail being maintained – regular monitoring by the DSL takes place. 	Part of induction procedures.	Low
	Pupils are radicalised by factors internal or external to the school	Pupils	Medium	<ul style="list-style-type: none"> We have a range of activities to promote the spiritual, moral, social and emotional needs of pupils aimed at protecting them from radical and extremist influences, which are delivered through PSHE, RE and tutor time. Staff deliver training to help pupils develop critical thinking around influence, social media and other on-line safety Staff and other adults working with pupils are challenged if opinions or language expressed are contrary to community cohesion or 'British values' Staff are able to challenge pupils, parents or governors if opinions expressed are contrary to community cohesion or 'British values' Staff are aware of local factor i.e. political views etc. which might have an influence on pupils 		Low
	School does not work with statutory partners and agencies and/or does not feel comfortable sharing extremism related	Pupils	High	<ul style="list-style-type: none"> We communicate regularly with statutory partners and agencies regarding a range of concerns All staff are aware that concerns are reported to the DSL We have an appropriate internal referral process in place for all child protection matters including extremism and the DSL is aware of how to expedite concerns to other agencies. 	My Concern is used within schools for Safeguarding referrals.	Low

Risk Area	Hazard	Individuals at risk	Risk Low Medium High	Control Measures	Notes/Additional Controls	Residual Risk Low Medium High
Curriculum and Learning	Pupils are exposed by school staff or contracted providers to messages supportive of extremism, terrorism or which contradicts 'British values'	Pupils	Medium	<ul style="list-style-type: none"> • We have appropriate whistleblowing procedures and a range of 'safeguarding' policies which are known and understood by staff, volunteers and regular contracted staff • Staff and other adults working with pupils are challenged if opinions or language expressed are contrary to community cohesion or 'British values' • Opportunities to promote 'British values' are clearly identified and are continually being developed within all areas of the curriculum. • Areas of the curriculum e.g. PSHE are used for controlled and safe debate and discussion on radical or extreme issues and ideologies • We have appropriate filters in place, which reduce the risk of pupils being able to access inappropriate information via the school IT system. 		Low
	Behaviours which harm the ability of different groups and individuals to learn and work together are left unchallenged	Pupils and staff	High	<ul style="list-style-type: none"> • Pupils are taught about respect for other cultures and gain an understanding of community cohesion • Opportunities are created both within the environment and the curriculum to promote the setting's ethos and values • Displays and other literature available in school reflects and encourages diversity and community cohesion • Behaviour and Equality policies information on anti-bullying strategies and preventative measures for dealing with bullying • Inappropriate behaviour, language and attitudes are challenged by staff and, where staff or other adults are involved, by senior leaders 	Assemblies used to promote British Values and equality.	Low

Risk Area	Hazard	Individuals at risk	Risk Low Medium High	Control Measures	Notes/Additional Controls	Residual Risk Low Medium High
Organisational Culture	Staff or contracted providers are not aware of/do not subscribe to the ethos and values of the school	Pupils and staff	High	<ul style="list-style-type: none"> Senior Leadership Team are aware of the 'Prevent' Strategy and its objectives as it relates to both the national and local context and take steps to ensure that the overall values and ethos of the school reflect strategies to support the 'Prevent' duty Clear awareness of roles and responsibilities regarding 'Prevent' exist across the school Recruitment, selection and induction programmes exist which include reference to the ethos and values of the school Guidance and literature is available for staff on the 'Prevent duty' and local aspects of extremism and radicalisation A process is in place to identify and develop 'lessons learned' identified either by us or by other organisations/advisers. 		Low
	Staff are unable to raise extremism related organisational concerns due to the lack of an appropriate whistleblowing procedure	Pupils and staff	High	<ul style="list-style-type: none"> Appropriate whistleblowing procedures are in place and adults working with pupils are made aware of them Records are kept of incidents which are reported to the DSL for consideration and, where appropriate, are referred on to the appropriate agency 		Low
Visiting speakers/environment	Pupils/staff are exposed by visiting speakers to messages supportive of extreme ideologies or which contradict 'British values'	Pupils and staff	High	<ul style="list-style-type: none"> Materials to be delivered by external speakers are discussed with the speaker prior to delivery Visiting speakers are not left alone with pupils 	Assemblies and class/group speakers	Low
	Extremist or terrorist related material is displayed within the setting	Pupils/staff /others	Medium	<ul style="list-style-type: none"> The appropriateness and relevance of all materials or literature are considered prior to display Staff concerns are discussed with the DSL before materials are used Requests for externally provided materials to be displayed are considered and, where appropriate, authorised by the Executive Headteacher/Primary Executive Headteacher 		Low

Risk Area	Hazard	Individuals at risk	Risk Low Medium High	Control Measures	Notes/Additional Controls	Residual Risk Low Medium High
ICT and on-line study	Pupils access extremist or terrorist material whilst using school networks	Pupils	High	<ul style="list-style-type: none"> The ICT network has appropriate filters which block sites which are deemed to be inappropriate School has robust acceptable use procedures for both pupils and staff which include advice on inappropriate attempts to subvert the network E-mail accounts of both pupils and staff are monitored for content on a regular basis Pupils are encouraged to report to an adult any material which leaves them feeling worried or uncomfortable	IT software in place Filtering in place	Low
	On-line/social media communications relating to extremist or terrorist materials feature the school's branding	All	High	<ul style="list-style-type: none"> We have oversight of, or administration rights for, all social media accounts set up by us. Firewall software regularly updated to ensure there is no external access from unwanted parties. 		Low
	Pupils access extremist or terrorist materials out of the school setting	Pupils	High	<ul style="list-style-type: none"> Parents are provided with advice on where they can access information and support in relation to on-line extremism and radicalisation and how to help keep their children safe on-line Information sharing sessions are provided to pupils, staff and parents on staying safe on-line 		Low

Signature and Review

Name of Manager:	Dave Kilby	Signature of Manager:	Dave Kilby	Date:	1 Sept 2023
1st review undertaken on:		Signature of Manager:		Date:	
2nd review undertaken on:		Signature of Manager:		Date:	
3rd review undertaken on:		Signature of Manager:		Date:	

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