

COGNITA



Oxford House School

Preventing Extremism and Radicalisation Policy

September 2024

This policy is applicable to all schools in England and Wales

Preventing Extremism and Radicalisation Policy

Contact names	
Designated Safeguarding Lead (DSL)	Ben Wood
Deputy Designated Safeguarding Lead (Deputy DSL)	Sarah Leyshon
Any other staff trained to DSL level	N/A
Early Years DSL	Ben Wood
Early Years Deputy DSL	Kelly Shine
Headteacher/Principal	Sarah Leyshon
Chair of Governors for Safeguarding	EA Karen Gracie-Langrick

Third party contacts	
Our school follows the safeguarding protocols and procedures of our local Safeguarding Partners	ESCB Essex Safeguarding Children Board www.escb.co.uk
Local Authority children's social care referral team(s)	Early Help and Advice Hub Urgent 03456061212 General enquiries 03456037627
Local Authority Prevent Lead/Officer	Jo Barclay for Essex jo.barclay@essex.gov.uk 07860 875985
[Local Authority] Designated Officer for child protection	Jo Barclay for Essex jo.barclay@essex.gov.uk 07860 875985 No designated Duty LADO for immediate area
Local Authority's out of hours contact numbers	08456061212
Where there is a risk of immediate serious harm to a child a referral should be made to children's social care immediately by the DSL. If a child is in immediate danger, ring 999.	
Local Police Emergency	112
Local Police Non-emergency	01245 491491

National contacts	
NSPCC 24/7 Helpline/textline	Tel: 0808 800 5000/88858 Email: help@nspcc.org.uk
DfE Prevent Helpline for schools & parents	Tel: 020 7340 7264 (non-emergency) Email: Counter.extremism@education.gsi.gov.uk
The Lucy Faithfull Foundation (LFF)	Tel: 0800 1000 900 Email: help@stopitnow.org.uk www.parentsprotect.co.uk
National Bullying Helpline	Tel: 0845 22 55 787
Educate Against Hate	Educate Against Hate - Prevent Radicalisation & Extremism

See Safeguarding and Child Protection Policy and Procedure for further sources of support and advice.

1 Purpose

- 1.1 This Preventing Extremism and Radicalisation Policy is part of our commitment to keeping children safe. Since the Education and Inspections Act 2006, schools have a duty to promote community cohesion. Over the last few years, global events have led to a growth of extremist viewpoints, including advocacy of violent extremism.
- 1.2 Schools are in a unique position to notice concerns or changes in children's behaviour because they have regular interactions with them. They, also have an important part to play in both educating children and young people about extremism, recognising when pupils start to become radicalised, and prevent them from being influenced. From 1 July 2015, schools became subject to a duty under section 26 of the Counter-Terrorism and Security Act 2015 ("CTSA 2015") in exercising their functions, "...to have due regard to the need to prevent people from being drawn into terrorism". Schools must foster a culture that supports effective arrangements to identify children who may need early help or who are at risk of harm or exploitation.
- 1.3 Safeguarding children from all risks of harm, including those children in the EYFS, is an important part of a school's work and protecting them from extremism is one aspect of that. The duty to prevent children and young people being radicalised is set out in the following documents:
 - Counter Terrorism & Security Act (2015, as amended)
 - Keeping Children Safe in Education (September 2024, as amended)
 - Working Together to Safeguard Children (2023, as amended)
 - Prevent Duty Guidance: England and Wales (2023)
 - Prevent Guidance: safeguarding learners vulnerable to radicalisation (2023) (including all parts; Introduction; Understanding and Identifying radicalisation; Managing risk; and Case Studies)
 - The Use of Social Media for on-line radicalisation (July 2015, as amended)
- 1.4 Non-statutory guidance
 - Promoting fundamental British values as part of SMSC in schools: Departmental advice for maintained schools (DfE 2014, as amended)
 - Improving the spiritual, moral, social and cultural (SMSC) development of pupils: supplementary information (DfE 2014, as amended)
 - How social media is used to encourage travel to Syria and Iraq (Home Office)

2 Ethos

- 2.1 We ensure that through our school vision, aims, rules, diverse curriculum and teaching, we promote tolerance and respect for all cultures, faiths and lifestyles. The General Manager of the school Pod/ on behalf of the proprietor, ensures that this ethos is reflected and implemented effectively in school policy and practice and that there are effective risk assessments in place to safeguard and promote pupils' welfare.

3 Risk Assessment

- 3.1 After taking advice from the Local Authority Prevent Officer, we assess the local risk of radicalisation for the pupils in this school to be substantial. The national threat level is currently **substantial** (June 24)

- 3.2 We will carry out an annual risk assessment which will identify the risk of pupils being drawn into terrorism or extremism. This risk assessment will look at the general risks (including online) affecting children and young people in the local area and the specific risks which may affect groups or individuals within the school, and it will propose measures to mitigate and manage these risks. It will also consider the filtering and monitoring systems and processes that are in place to keep children safe online at school, and how any concerns arising from search activity are acted upon.

4 Responsibilities and Training

- 4.1 The General Manager of the school Pod/ on behalf of the proprietor, will liaise with the Head, school Prevent Lead, and the Designated Safeguarding Lead (DSL) on matters relating to the Prevent duty and will monitor and evaluate the school's compliance with this duty, primarily by way of updates from the DSL/Prevent Lead. The DSL has oversight of matters related to the Prevent Duty but does not have to be the Prevent Lead for the school; the Prevent Lead should be a full-time member of senior management where operationally possible. The proprietor will conduct an annual independent review of safeguarding, which includes the school's compliance with its Prevent Duty.
- 4.2 The proprietor will:
- Ensure that this policy is understood and effectively implemented by staff throughout the school;
 - Ensure that all staff who have contact with children undergo training around preventing radicalisation every three years, barring the Prevent Lead and DSL (see below 4.4)
 - Ensure that the Prevent Lead and DSL undergo higher level Prevent duty training which is refreshed at least every two years (see below 4.3); and
 - Ensure that the school's Prevent policies and procedures and general safeguarding arrangements take into account the policies and procedures of their local Safeguarding Partners.
- 4.3 The Prevent Lead will:
- Be responsible for and the single point of contact to oversee and coordinate the school's implementation of the Prevent duty (working in collaboration with the DSL and safeguarding team);
 - Undertake higher level prevent awareness training via the government website: [Prevent duty training: Learn how to support people susceptible to radicalisation | Prevent duty training \(support-people-susceptible-to-radicalisation.service.gov.uk\)](https://www.service.gov.uk/prevent-duty-training)

List of courses

Course 1- Awareness

Course 2- Referrals

Course 3- Channel or Prevent Multi-Agency Panel (PMAP)

- Provide Prevent duty training updates to all staff so that they (a) understand the general risks affecting pupils at the school; (b) are able to identify individual children who might be at risk of radicalisation; and (c) know what to do to support these children;
- Provide advice and support to other members of staff on protecting pupils from the risk of radicalisation, including online safety;

- Liaise with the local Prevent Officer, including the Police and the Safeguarding Partners, to establish what advice and support they can provide and to seek guidance on the general levels of risk within the local area;
- Have responsibility for ensuring that any visiting speakers as appropriate/relevant, whether invited by staff or pupils, are suitable and are appropriately supervised (see below);
- Receive safeguarding concerns about children and young people who may/may not be vulnerable to radicalisation and liaise with the DSL in terms of interventions;
- Work in partnership with the Safeguarding Partners on all matters covered by this policy and support the school to follow any locally agreed procedures which are set out by the Safeguarding Partners.
- Report significant concern/incident/events including online activity to the Regional Safeguarding Lead (RSL) who will escalate to the Managing Director of their school as needed. A Serious Incident Referral Form may be required.

4.4 All staff will:

- Undergo regular Prevent Duty training according to the Cognita requirements so that they have the knowledge and confidence to be able to (a) understand the general risks of radicalisation affecting pupils at the School; (b) identify individual children who might be at risk of radicalisation (see Paragraph 8 below) and spot signs of extremism (see paragraph 9 below); (c) challenge extremist views; and (d) provide appropriate advice to children who are at risk of radicalisation.
- Be alert to changes in children's behaviour (emotional, physical, or verbal) which could indicate that they may be in need of help or protection in relation to radicalisation, and pass concerns onto the Prevent Lead **and** DSL
- Use their professional judgement in identifying children who might be at risk of radicalisation and act proportionately.
- Observe as far as operationally possible, children's online activity in class in relation to radicalisation, reporting any concerns to the both the Prevent Lead **and** the DSL

5 Concerns

- 5.1 All staff and visitors to the school **must** report all concerns about children and young people who show signs or indicators of vulnerability to radicalisation to the Prevent Lead **and** the Designated Safeguarding Lead (DSL) or, in their absence, to the Deputy Safeguarding Lead (Deputy DSL, who will seek support as needed from the RSL). For further details about general safeguarding concerns, please see the school's Safeguarding and Child Protection Policy and Procedures, which can be found on the school website.
- 5.2 If the Prevent lead and DSL becomes aware of a concern relating to the radicalisation of a pupil, they will discuss this with the Head, the RSL as required, and in many cases, their local Prevent Officer, and potentially the Police, so that appropriate actions can be taken to safeguard the pupil. There **must** be no delay.

6 Referral Process

- 6.1 Appropriate referrals to external agencies will be made where needed. Each local authority will have their Prevent referral process, and the Prevent Lead and DSL must have knowledge of this. When carrying out functions under the Prevent duty, including the making of referrals, the school will be mindful for the need for proportionality. A risk-based approach will always be followed, using professional judgement and curiosity. There will be one consistent and proportionate threshold applied to Prevent activity across all extremist ideologies and radicalisation concerns. Where schools have identified a concern that they consider requires a referral into Prevent, they will indicate why this risk is relevant to Prevent.
- 6.2 Channel is a programme which focuses on providing support at an early stage to people who are identified as being vulnerable to being drawn into terrorism. It provides a mechanism for schools to make referrals if they are concerned that an individual might be vulnerable to radicalisation. An individual's engagement with the programme is entirely voluntary at all stages. Parents will be involved in all referrals unless to do so may heighten risk of harm to the child/others/property.
- 6.3 Section 36 of the CTSA 2015 places a duty on local authorities to ensure Channel panels are in place. The panel must be chaired by the local authority and include the police for the relevant local authority area. Following a referral, the panel will assess the extent to which identified individuals are vulnerable to being drawn into terrorism, and, where considered appropriate and necessary consent is obtained, arrange for support to be provided to those individuals.
- 6.4 Section 38 of the CTSA 2015 requires partners of Channel panels (including proprietors of independent schools) to co-operate with the panel in the carrying out of its functions and with the police in providing information about a referred individual.
- 6.5 Guidance issued under section 36 (7) and section 38 (6) of the CTSA 2015 in respect of Channel is available at: <https://www.gov.uk/government/publications/channel-guidance>

7 Curriculum

- 7.1 We are committed to ensuring that our pupils are offered a broad and balanced curriculum that aims to prepare them for life in modern Britain. We encourage our pupils to be inquisitive learners who are open to new experiences and are tolerant of others.
- 7.2 Our shared values support the development of the whole child as a reflective learner within a calm, caring, happy and purposeful atmosphere. Teaching the school's core values alongside the fundamental British values supports quality teaching and learning, whilst making a positive contribution to the development of a fair, just and civil society.
- 7.3 We aim to provide a safe space in which pupils can understand the risks associated with terrorism and develop the knowledge, skills and confidence to be able to challenge extremist views. We will include opportunities in the curriculum for pupils to build resilience to pressure and to develop the skills they need to recognise and stay safe from abuse and radicalisation. In particular:
 - PSHEE lessons will be used along with tutor periods/form periods to teach pupils to understand and manage risks (including online) associated with terrorism and radicalisation, resist pressure, make safer choices and seek help if necessary. By promoting British values such as tolerance and respect as indicated above.

- 7.4 Through citizenship, religious education and other relevant subject syllabus with focus on democracy, diversity, mutual respect and managing debates around contentious issues.

8 Digital Safety

- 8.1 The internet provides children and young people with access to a wide range of content, some of which is harmful. There is rapid proliferation of terrorist content on multiple online services. Research has demonstrated that the internet has become the '**preferred**' avenue for those searching for terrorist propaganda or contacts. In addition, the internet continues to make it simpler for individuals and groups to promote and to consume radicalising content. **Online** radicalisation has therefore become the predominant pathway for those seeking to influence children and young people. Previously, it had been a hybrid pathway, involving both online and offline influences; this can involve people, including a concerning number of children under the age of 18, committing offences by downloading and disseminating terrorist materials.
- 8.2 The filtering systems used in our school block inappropriate content, including extremist content (**see below**). The monitoring systems enable children's search activity to be checked if a concern is raised. Should this occur, this policy and the Safeguarding Policy procedures will be actioned. Staff are encouraged to be observant in class around children's online activity and raise any concerns in relation to radicalisation to the Prevent Lead and DSL as per everyday process. 8.3 Pupils will be taught how to stay safe online, both in school and outside school. They will be taught to understand the risks posed by adults or other young people who use the internet and social media to groom, abuse or radicalise other people, especially children, young people, and vulnerable adults.

Web filtering is active in every school which includes preventing access to the following:

For staff and pupils

- Sites that offer information about or promote or are sponsored by groups advocating anti-government beliefs or action.
- Sites that condone intolerance towards any individual or group.

For pupils

- Sites of web communities that provide users with means for expression and interaction.
- Messaging and social media sites.

- 8.3 Further information about categories of blocked sites can be given by the Cognita IT team, and staff are directed towards the school Digital Safety and Acceptable Use Policy for further details about this, including further detail around our filtering and monitoring systems.

9 Visitors and Visiting Speakers

- 9.1 The DSL **and** Prevent Lead have responsibility for ensuring that all visitors and visiting speakers, particularly those in relation to Preventing radicalisation and extremism, are suitable. . The DSL/Prevent Lead will make enquiries (due diligence) of the agency/person who introduced the individual to the school and/or will conduct an internet search against the individual's name; this diligence **must** be recorded in writing and be completed before final booking and contact with others. A pre-session discussion (Prevent Lead -plus one other staff member where possible) will be arranged with the speaker to ensure their content is appropriate both in regard to information, style, and for the children's age. It is school policy that visitors will always be fully supervised during their visit to the school. Checks on visiting speakers should be recorded on the SCR when required by our safer recruitment guidance.

10 Signs of Vulnerability

All children and young people may be vulnerable in certain ways that could make them more susceptible to a range of harms, including radicalisation and extremism.

- For more information, read [understanding and identifying radicalisation risk in your educational setting](#).
- 10.1 There are no known definitive indicators that a young person is vulnerable to radicalisation, but there are a number of signs that **together** increase the risk. Signs of vulnerability include:
- underachievement;
 - being in possession of extremist literature;
 - poverty;
 - social exclusion;
 - traumatic events;
 - global or national events;
 - religious conversion;
 - change in behaviour;
 - extremist influences;
 - conflict with family over lifestyle;
 - confused identity;
 - victim or witness to race or hate crimes; and
 - rejection by peers, family, social groups or faith.

11 Recognising Extremism

- 11.1 As part of our wider safeguarding responsibilities to identify signs of abuse, we will be alert to early indicators of radicalisation or extremism which may include, but not limited to
- showing sympathy for extremist causes
 - glorifying violence, especially to other faiths or cultures;
 - making remarks or comments about being at extremist events or rallies outside school;
 - evidence of possession of illegal or extremist literature;
 - advocating messages similar to illegal organisations or other extremist groups;
 - out of character changes in dress, behaviour and peer relationships (but there are also very powerful narratives, programmes and networks that young people can come across online so involvement with particular groups may not be apparent);
 - secretive behaviour;
 - online searches or sharing extremist messages or social profiles;
 - intolerance of difference, including faith, culture, gender, race or sexuality;
 - graffiti, artwork or writing that displays extremist themes;
 - attempts to impose extremist views or practices on others;
 - verbalising anti-Western or anti-British views; and
 - advocating violence towards others.

12 Monitoring and Review

- 12.1 The effectiveness and implementation of this policy will be monitored by the Proprietor within their annual safeguarding review.
- 12.2 Should staff, pupils or visitors find unblocked extremist content they must report it immediately and verbally to the DSL and Headteacher, who will raise this urgently with the RSL **and** Head of Cybersecurity. We are aware that some children and young people have access to unfiltered internet when using their mobile phones in school and staff are alert to the need for vigilance when pupils are using their personal phones, reporting any observations, or concerns to the DSL.

More guidance, resources and practical advice is available from:

- [Educate Against Hate](#)
- [ETF Learners](#) from the Education and Learning Foundation
- [ACT - Action Counters Terrorism](#)
- [Notice, check, share procedure](#)

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