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_____ learners who aspire for themselves and inspire others

Preventing Extremism and Radicalisation

(CPS-NS-P-POL-019)

Revision Number	Comments	Date
01	New Policy	March 21
02	Reissued with minor changes and reformatted	Sept 24
03		
04		

Endorsement

This procedure was endorsed for use by governors electronically on 21/10/24

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1. Introduction

Calthorpe Park School is fully committed to safeguarding and promoting the welfare of all its students. Every member of staff recognises that safeguarding against radicalisation and extremism is no different to safeguarding against any other vulnerability in today's society. The Preventing Extremism and Radicalisation Policy sets out our beliefs, strategies and procedures to protect vulnerable individuals from being radicalised or exposed to extremist views, by identifying who they are and promptly providing them with support.

2. Links to other Policies

The Calthorpe Park School Preventing Extremism and Radicalisation Policy links to the following school policies:

- Safeguarding
- Equality
- Anti-bullying
- Positive Behaviour Management
- E-Safety

3. Legal Framework:

This policy is informed by and compliant with the following legislation and statutory guidance:

- Counter-Terrorism and Security Act 2015 (Prevent Duty)
- Education Act 2002 (Section 175)
- Children Act 1989 & 2004
- The Education (Independent School Standards) Regulations 2014
- Keeping Children Safe in Education (KCSIE) 2024
- Equality Act 2010
- Human Rights Act 1998
- Safeguarding Vulnerable Groups Act 2006
- Terrorism Act 2000
- Serious Crime Act 2015
- Data Protection Act 2018 & GDPR

4. Aims and Principles

The Calthorpe Park School Preventing Extremism and Radicalisation Policy is intended to provide a framework for dealing with issues relating to vulnerability, radicalisation and exposure to extreme views. We recognise that we are well placed to be able to identify safeguarding issues and this policy clearly sets out how our school will deal with such incidents and identifies how the curriculum and ethos underpins our actions

- To ensure all students are safeguarded from exposure to extremist ideologies.
- To promote an understanding of the risks associated with extremism and radicalisation.
- To foster a school culture that promotes British values of democracy, tolerance, and mutual

respect.

- To develop the ability of staff, students, and parents to identify and act upon concerns about extremism and radicalisation.
- To embed procedures that ensure a swift and appropriate response to risks.

The main aims of this policy are to ensure that staff are fully engaged in being vigilant about radicalisation; that they overcome professional disbelief that such issues will not happen here and ensure that we work alongside other professional bodies and agencies to ensure that our students are safe from harm.

5. Definitions and Indicators

When operating this policy CPS use the following accepted Government definition of extremism, radicalisation, and terrorism which is:

- **Extremism:** 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. This also includes calls for the death of members of the armed forces, whether in the UK or overseas.
- **Radicalisation:** The process by which an individual comes to support terrorism and forms of extremism that lead to terrorism.
- **Terrorism:** Action that endangers or causes serious violence to people or property, or seriously interferes with or disrupts an electronic system, intended to influence the government or intimidate the public and is made for the purpose of advancing a political, religious, or ideological cause.

6. Roles and Responsibilities

Governing Body: The governing body is responsible for ensuring the school meets its statutory duties, including compliance with the Prevent Duty and broader safeguarding responsibilities.

Headteacher: The Headteacher has overall responsibility for implementing this policy and ensuring that all staff are trained to recognise signs of extremism and radicalisation. The Headteacher and Designated Safeguarding Lead will ensure safeguarding procedures are followed where concerns about radicalisation arise.

Designated Safeguarding Lead (DSL): The DSL is the central point of contact for all Prevent-related issues within the school. They will:

- Lead on the assessment and referral of concerns.
- Liaise with external agencies, including the local **Channel Panel**.
- Provide training and updates to staff on preventing extremism and radicalisation.

Staff: All staff have a duty to be vigilant to the risks of extremism and radicalisation. They should be aware of the signs of radicalisation and know how to report concerns to the DSL. This includes but is not limited 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, negative 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

Parents and Carers: We encourage parents and carers to be engaged in safeguarding practices and to raise any concerns they may have regarding their child or other students.

Students: Students are encouraged to engage in discussions on sensitive topics within a safe and supportive environment. They are encouraged to raise concerns about themselves or their peers with staff or other trusted adults.

7. Contextual Safeguarding

In KCSiE (2020), the DfE refers to Contextual Safeguarding as a specific term that has come out of research from the University of Bedfordshire.

The definition of Contextual Safeguarding is 'an approach to understanding and responding to young people's experience of significant harm beyond their families. It recognises that the relationships young people form in their neighbourhoods, schools and on-line can feature violence and abuse. Parents and carers have little influence over these contexts and young people's experience of extra-familial abuse can undermine parent/child relationships. Therefore, children's social care practitioners need to engage with individuals and sectors who do have influence over/within extra-familial contexts, and recognise that assessment of, and intervening with these spaces are a critical part of safeguarding practices. Contextual safeguarding, therefore, expand the objectives of child protection systems in recognition that young people are vulnerable to abuse in a range of social contexts.

As a school we will consider the various factors that have an interplay with the life of any students about whom we have concerns within the school and the level of influence that these factors have on their ability to be protected and remain free from harm, particularly when it comes to child exploitations or criminal activity.

While the term applies to this specific definition, the notion of considering a child within a specific context is also important. What life is like for a child outside the school gates, within the home, within the family and within the community are key considerations when the DSL is looking at any concerns.

8. Signs of Radicalisation and Extremism:

Staff at **Calthorpe Park School** are trained to be alert to the following indicators:

- **Emotional and Behavioural Changes:** Isolation from family and friends, a noticeable change in

demeanor, expression of extremist views.

- **Use of Language:** Use of hate language, advocating violence, or justifying extremist actions.
- **Online Behaviour:** Accessing extremist content online, sharing or promoting extremist materials on social media.
- **Peer Influence:** Associating with individuals or groups known for extremist views.

These are only potential indicators, and the presence of one or more does not necessarily mean a student is being radicalised.

9. Procedures and Referrals

It is important for us to be constantly vigilant and remain fully informed about the issues which affect the local area, town and society in which we teach. Staff are reminded that they must adopt an approach of 'it could happen here' and to be 'professionally inquisitive' where concerns arise, referring any concerns through the appropriate channels.

We believe that it is possible to intervene to protect people who are vulnerable. **Early intervention is vital.** If a staff member identifies concerns relating to extremism or radicalisation, they must follow the standard safeguarding procedures:

- Report concerns immediately to the DSL.
- The DSL will assess the risk and determine whether further action is needed, including potential referral to the Prevent duty team or the Channel Programme.
- The DSL will maintain a confidential record of concerns, actions taken, and any referrals made.
- The school will engage with parents or carers, where appropriate, to discuss concerns and work collaboratively to address them.

10. Working with External Agencies

Calthorpe Park School will maintain close links with external agencies including:

- **Local Authority Prevent Team:** For advice and referral processes.
- **Police and Social Services:** Where there are safeguarding concerns that require immediate intervention.
- **Channel Programme:** A voluntary, confidential support program that works with individuals at risk of radicalisation.

11. The Role of the Curriculum

Our curriculum promotes respect, tolerance and diversity. Our young people are encouraged to share their views and recognise that they are entitled to have their own different beliefs which should not be used to influence others.

Our PSHE (Personal, Social, Health and Economic Education), and SMSC (Spiritual, Moral, Social and Cultural) provision is embedded across the curriculum, and underpins the ethos of the school. We strive to equip our students with confidence, self-belief, respect and tolerance as well as setting high standards and expectations for themselves.

Our young people are regularly taught about how to stay safe when using the internet and are encouraged to recognise that people are not always who they say they are online. They are taught to seek adult help if they are upset or concerned about anything they read or see on the internet, or if they notice unusual behaviour in others. To support these initiatives, all students in Years 7, 8 and 9 have a dedicated ICT lesson per week, with Year 9 completing a verified internet safety qualification.

12. Staff Training

Through INSET opportunities in school, we will ensure that our staff are fully aware of the threats, risks and vulnerabilities that are linked to radicalisation; are aware of the process of radicalisation and how this might be identified early on and are aware of how we can provide support as a school to ensure that our young people are resilient and able to resist involvement in radical or extreme activities.

13. Visitors and the use of the School Premises

If a member of staff wishes to invite a visitor in the school, they must first complete a visitor request form. Any visitor to our school is subject to Safeguarding Checks including DBS checks and photo identification.

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14. Evaluation & Review

The implementation of this policy will be monitored by the Head Teacher, by the Senior Leadership Team and by the Governing Body. Where and when appropriate, stakeholder opinion will also be sought to help review our school uniform, inform future planning and implementation for the benefit of our school community.

The implementation of this policy will be reviewed, and its impact monitored, in accordance with the Governing Body's programme for Policy Review - refer to CPS-NS-X-PRO-002 Document Review Procedure.