



**THE CHERWELL SCHOOL**  
OPPORTUNITY, RESPONSIBILITY, EXCELLENCE

# Anti-Radicalisation Policy

Person responsible for policy: Deputy Headteacher

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Governor Committee: SIC



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# THE CHERWELL SCHOOL ANTI-RADICALISATION POLICY

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## POLICY STATEMENT

This Anti-radicalisation policy sets out our beliefs, strategies and procedures to protect vulnerable individuals from being radicalised or exposed to extremism. We have referred closely to the Governments PREVENT strategy and Channel guidance in order to write this policy.

## AIMS AND PRINCIPLES

This anti-radicalisation policy is intended to provide a framework for dealing with issues relating to vulnerability, radicalisation and exposure to extreme views. It clearly sets out how the school will deal with such incidents and identifies how the curriculum and ethos underpins our actions.

The objectives are that:

- All school staff and governors will have an understanding of what radicalisation is and why we need to be vigilant in school.
- Through regular safeguarding training and briefings, all school staff, and governors will know what the school policy is on anti-radicalisation and will know what to do should issues arise.
- Through assemblies and tutorials, lessons and workshops, students will know what radicalisation is and how to keep themselves safe from being exploited.
- All parents will know that the school has policies in place to keep pupils safe from harm and that the school regularly reviews its systems to ensure they are appropriate and effective. These policies will be available on our website and as hard copies on request. Our work in this area will be reported to parents and carers through newsletters and information evenings throughout the year.

The Cherwell School is fully committed to safeguarding and promoting the welfare of all its students. We recognise that safeguarding against radicalisation is no different from safeguarding against any other form of exploitation and that the most effective way to protect young people is to promote our shared aims and values and to establish a culture where students feel safe and supported and where diversity is celebrated.

## Fundamental British values

In November 2014 the Government published advice that schools should actively promote Fundamental British Values defined as democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs. At Cherwell we promote these values in a variety of ways. As a school we aim to model these values in all



that we do. Our school ethos of Opportunity, Responsibility and Excellence is used to help all our stakeholders recognise not only what school can offer them but also the role they play both individually and collectively. Our culture is very much one of mutual respect with an emphasis on tolerance. We pride ourselves in how we work to integrate our student's together while at the same time respecting our differences.

We also believe that students who are fully integrated into school life and who have high aspirations are much less likely to be exploited and therefore we strive to equip our students with confidence, self-belief, respect and tolerance as well as setting high standards and expectations for themselves.

Our curriculum promotes respect, tolerance and diversity. Students are encouraged to share their views and recognise that they are entitled to have their own different beliefs

Students have Social Wellbeing lessons which are taught by specialist staff and cover a range of important issues that develop and promote understanding, respect and tolerance.

Our School Aims, Skills for Life, SMSC policy are embedded across the curriculum and directs our assemblies and underpins the ethos of the school. It is recognised that students with low aspirations are more vulnerable to all forms of extremism

Students 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.

**If you are concerned that a student may be at risk of radicalisation or exploitation, please follow our safeguarding procedures and contact the designated teacher for safeguarding immediately. The designated teachers at The Cherwell School are Barb Timms, Kim Young, Chris Price, Martha Hawes, Lorraine Hunt and Jermaine Jarvis**

**Adam Iqbal is a member of the wider safeguarding team and has a particular focus on radicalisation**

**DEFINITIONS** (Taken from The Governments Prevent Strategy)

### **Radicalisation**

“The process by which a person comes to support terrorism and forms of extremism leading to terrorism. During that process it is possible to intervene to prevent vulnerable people being drawn into terrorist-related activity.”

**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. “



## **STAFF TRAINING**

Through our annual Safeguarding training and though training sessions for Pastoral Leaders, 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 students are resilient and able to resist involvement in radical or extreme activities.

We will also 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.

## **INDICATORS**

We have created a toolkit using materials provided by the Governments PREVENT strategy and Channel Guidance to help recognise and support vulnerable students as early as possible. We believe that prevention and early intervention are key to safeguarding our students. The Toolkit can be found in the Staff Shared Area.

Integration into school life is key and so we will be particularly vigilant of those students who have:

- Poor attendance
- A poor understanding of English
- A lack of engagement in wider aspects of school life/extra curricular activities
- Parents who do not engage or seem to support school
- Students who do not share our ethos or expectations

## **POLICY REVIEW**

The Anti-radicalisation policy will be reviewed annually as part of the overall Safeguarding policy review.

## **LINKS TO OTHER POLICIES**

This anti-radicalisation policy links to the following school policies:

- Safeguarding Policy
- Equality Policy
- Behaviour Policy
- SMSC Policy statement



## Appendix 1

### Dealing with referrals

We are aware of the potential indicating factors that a child is vulnerable to being radicalised or exposed to extreme views, including peer pressure, influence from other people or the internet, bullying, crime and anti-social behaviour, family tensions, race/hate crime, lack of self-esteem or identity, prejudicial behaviour and personal or political grievances.

In the event of behaviour which concerns us:

- All incidents will be reported directly to the Designated Person for Safeguarding or in their absence any other member of the Safeguarding Team or Senior Leadership Team.
- All incidents will be fully investigated and logged as a Safeguarding concern.

Depending on the circumstances, parents will usually be contacted and the incident discussed in detail, aiming to identify motivating factors, any changes in circumstances at home, parental views of the incident and to assess whether the incident is serious enough to warrant a further referral. A note of this conversation is kept alongside the initial referral on the child's Safeguarding log. There may be a reason why it is not in the child's best interests for the parents to be contacted (see Safeguarding policy), and if this is the case, then the Safeguarding Designate will contact MASH (Multi Agency Safeguarding Hub) and our School Police Officer for further advice and possibly a referral to PREVENT.

The Safeguarding Designate will follow up any internal referrals for a period of four weeks after the incident to assess whether there is a change in behaviour and/or attitude. A further meeting with parents would be held if there is not a significant positive change in behaviour. If deemed necessary, serious incidents will be discussed and referred to the Oxfordshire Safeguarding Children Board (OSCB).

In the event of a referral relating to serious concerns about potential radicalisation or extremism, the school will contact Thames Valley Police PREVENT team and MASH.

### Additional materials

1. Prevent strategy, GOV.UK – Home Office (Adobe pdf file)  
[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/97976/prevent-strategy-review.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/97976/prevent-strategy-review.pdf)
2. Learning Together to be Safe: a Toolkit to Help Schools Contribute to the Prevention of Violent Extremism was published in 2008 by the Department for Children, Schools and Families (DCSF), a predecessor of the Department for Education.
3. **[PDF]** [Channel Duty Guidance - Gov.uk](https://www.gov.uk/...data/.../Channel_Duty_Guidance_April_2015.pdf)  
[https://www.gov.uk/...data/.../Channel\\_Duty\\_Guidance\\_April\\_2015.pdf](https://www.gov.uk/...data/.../Channel_Duty_Guidance_April_2015.pdf)