



Cardinal Griffin Catholic College

Policy on Preventing Extremism

Reference: CGCCPOL065

Statement of Intent and purpose

Cardinal Griffin Catholic College values freedom of speech and the expression of beliefs/ ideology as fundamental rights underpinning our society's values. We corporately and individually practice tolerance and respect as fundamental British Values. Both students and teachers have the right to speak freely and voice their opinions. However, freedom comes with responsibility and free speech that is designed to manipulate the vulnerable or that leads to violence and harm of others goes against the moral principles in which freedom of speech is valued. Free speech is not an unqualified privilege; it is subject to laws and policies governing equality, human rights, community safety and community cohesion.

This is summed up in the Catechism of the Catholic Church:

Respect for and development of human life require peace. Peace is not merely the absence of war, and it not limited maintaining a balance of powers between adversaries. Peace cannot be attained on earth without safeguarding the goods of persons, free communication among men, respect for the dignity of persons and peoples, and the assiduous practice of fraternity. Peace is "The tranquillity of order." Peace is the work of justice and the effect of charity.

Catechism of the Catholic Church 2304.

Cardinal Griffin Catholic College is committed to providing a secure environment for pupils, where children and young people feel safe and are kept safe. All adults at the College 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.

The prevention of extremism and radicalisation is one element of our overall college arrangements to safeguard the welfare of all children in line with our statutory duties. Our policy draws upon guidance produced by the local safeguarding children board; DfE guidance "Keeping Children Safe in Education, 2015, HM government document, "Prevent strategy: A guide for local partners in England" and the "Counter Terrorism and Security Act, 2015". In drawing this up we are particularly mindful of the duty on specified authorities to have due regard to the need to prevent people from being drawn into terrorism.

This policy sets out how the college seeks to prevent extremism and radicalisation and promote fundamental British and Catholic Values of tolerance, freedom of speech and mutual respect.



The College Ethos and Practice

The Government defines extremism as, "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 extremism views of any kind in our College, whether from internal sources (pupils, staff or governors) or external sources (college community, external agencies, parents or individuals). Our pupils see our college 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 College 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 and our policy on safeguarding. 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 other based on ignorance and/or prejudice and thereby limiting the life changes 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.

Our Jesuit values promote being compassionate and loving; attentive and discerning and eloquent and truthful. Extremism of all kinds is at odds with these values. We encourage pupils to look to the margins of society and our global community to get a perspective and see new horizons. This is incompatible with a limited narrow view of humanity promoted by extremists. Further we encourage our pupils to reflect on their experiences and to take action based on their reflections. This is the opposite of extremist views which seek, through fear and intolerance, limit reflective and critical thinking and through the threat of aggression prevent courageous action against injustices. By promoting the Jesuit values, we promote an antidote to radicalisation and extremism.

We 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 marginalised.



The practical implementation of our duty to prevent extremism and radicalisation

College Leaders must:

- Establish or use existing mechanisms for understanding the risk of extremism
- Ensure staff understand the risk and build capabilities to deal with it
- Communicate and promote the importance of the duty to prevent extremism and radicalisation
- Ensure staff implement the duty effectively

The College will:

- Develop and maintain effective partnership working with other local agencies, eg. LSCB, Police, Health, etc...
- Share information appropriately
- Maintain appropriate records
- Assess the risk of local extremism (including Far Right extremism)
- Demonstrate they are protecting children
- Adhere to clear protocols for visiting speakers
- Ensure the safeguarding policies take account of LSCB policies and procedures
- Train staff to give them knowledge and confidence
- Ensure there is robust IT protocols that filter out extremism materials
- Prevent the College building from being used to give a platform to extremists

Recognising the indicators of vulnerability to radicalisation

There is no such thing as a “typical extremist”; those who become involved in extremist actions come from a range of backgrounds and experiences, and most individuals, even those who hold radical views, do not become involved in violent extremist activity.

Pupils may become susceptible to radicalisation through a range of social, personal and environmental factors – it is known that violent extremists exploit vulnerabilities individuals to drive a wedge between them and their families and communities. It is vital that College staff are able to recognise those vulnerabilities.

Indicators of vulnerability include:

- Identity crisis – the student / pupil is distanced from their cultural / religious heritage and experiences discomfort about their place in society;
- Personal crisis – the student / pupil may be experiencing family tensions; a sense of isolation; and low self-esteem; they may have disassociated from their existing friendship groups and become involved with a new and different group of friends; they may be searching for answers to questions about identity, faith and belonging;
- Personal circumstances – migration; local community tensions; and events affecting the student / pupil’s country or region of origin may contribute to a sense of grievance



that is triggered by personal experience of racism or discrimination or aspects of Government policy;

- Unmet aspirations – the student / pupil may have perceptions of injustice; a feeling of failure; rejection of civic life;
- Experiences of Criminality – which may include involvement with criminal groups. Imprisonment, and poor resettlement/reintegration;
- Special Educational Need – students / pupils may experience difficulties with social interaction, empathy with others, understanding the consequences of their actions and awareness of the motivation of others.

More critical risk factors could include:

- Being in contact with extremist recruiters;
- Accessing violent extremist websites, especially those with a social networking element;
- Possessing or accessing violent extremist literature;
- Using extremist narratives and global ideology to explain personal disadvantage;
- Justifying the use of violence to solve societal issues;
- Joining or seeking to join extremist organisations;
- Significant changes to appearance and / or behaviour; and
- Experiencing a high level of social isolation resulting in issue of identity crisis and/or personal crisis.

Any prejudice, discrimination or extremist view, including derogatory language, displayed by pupils or staff will always be challenging and where appropriate dealt with in line with our Behaviour Policy for pupils and the Code of Conduct/Staff Behaviour policy for staff.

We will ensure that all of our staff are equipped to recognise extremism and are skilled and confident enough to challenge it. All staff will receive training to raise their awareness of Prevent, and radicalisation and extremism will be an integral part of annual staff safeguarding training.

Our College is required to identify a Prevent Single Point of Contact (SPOC) who will be the lead within the organisation for safeguarding in relation to protecting individuals from radicalisation and involvement in terrorism.

The SPOC for Cardinal Griffin Catholic College is Mr Archer.

When any member of staff has concerns that a pupil may be at risk of radicalisation or involvement in terrorism, they should speak with the SPOC or Head. We will 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 assistance. Additionally in such



circumstances our College will seek external support for the Local Authority and/or local partnership structures working to prevent extremism.

Our College will closely follow the locally agreed procedure as set out by the Local Safeguarding Children Board for safeguarding individuals vulnerable to extremism and radicalisation.

Teaching approaches

We 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 College this will be achieved by good teaching, primarily via Citizenship and PSHE sessions; 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. These approaches include setting targets for young people to build a sense of ownership; creating a safe space for dialogue between staff and pupils; building resilience in pupils; improving pupil skills for collaborative work; improving pupils' ability to interact with each other and peer mentoring. We 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. Using the Jesuit pupil paradigm we encourage learning through experience, followed by reflection, leading to action. During the reflection pupils will analyse critically their experiences.

The College 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 of 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. We are preparing 'Men and Women for others', young people who can set aside prejudices and biases, and contribute constructively giving generously of their unique gifts.

We also work with local partners, families and communities in our efforts to challenge extremist views and to assist in the broadening of our pupils' experiences and horizons. We encourage our pupils to be curious and active citizens and to exercise not only learnedness, but wisdom in their actions.

Use of External Agencies and Speakers

The College encourages the use of external agencies or speakers to enrich the experience of our pupils; however we will positively vet out those agencies, individuals or speakers who engage to provide such learning opportunities or experiences for our pupils. This includes



checking of the DBS of all external providers, viewing material that will be used beforehand and conducting social media checks on such agencies and individuals.

Such vetting is to ensure that we do not unwittingly use agencies that contradict each other with their messages or are inconsistent with, or are in complete opposition to, the College's values and ethos.

Our College will assess the suitability and effectiveness of input from external agencies or individuals to ensure that:

- Any message communicated to pupils are consistent with the ethos of the College and do not marginalise any communities, groups or individuals;
- Any message 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 the College to ensure they are effective.

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 to develop the critical thinking skills needed to engage in informed debate.

Whistleblowing

Where there are concerns of extremism or radicalisation 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 the whistleblowing policy CGCCPOL004.

Recruitment

The arrangement for recruiting all staff, permanent and volunteers, to our College will follow Government guidance on safer recruitment best practice in educational 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 Centre Record of such vetting checks.

We 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. We will be alert to the possibility that persons may seek to gain positions within our College



so as to unduly influence our College's character and ethos. We are aware that such p[erson 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 College and staff team we will minimise opportunities for extremism views to prevail.

Role of the Governing Body

The Governing Body of our College will undertake annual training led by the Designated Safeguarding Lead to ensure that they are clear about their role and the parameters of their responsibilities as Governors, including their statutory safeguarding duties.

The Governing Body of our College will support the ethos and value of our College and will support the College in tackling extremism and radicalisation.

In line with the provisions set out in the DfE guidance 'Keeping Children Safe in Education, July 2015', the governing body will challenge the College's senior management team on the delivery of this policy and monitor its effectiveness.

Governors will review this policy at appropriate intervals, but may amend and adopt any amendments outside of this timeframe in accordance with new legislation or guidance.

Membership of the Governing Body

The Governors body of the College recognises that in some contexts individuals or groups of individuals with extremist ideologies have sought to infiltrate Governing bodies in order to unduly influence schools to adopt more extreme and radical ethos'. We recognise that this is totally unacceptable and will use all means at our disposal to vet applicants for the position of Governor to ensure that our Governing body continues to represent the ethos of the College.

The Governors operate a code of conduct which all Governors are expected to adhere to. Breaches of this code of conduct will be dealt with depending on their severity with either a warning to the offending governor, a final warning or steps being taken to remove the governor from the governing body.

Standards for Teachers

The 2011 (updated 2013) Standards for Teachers (part two) states:



A teacher is expected to demonstrate consistently high standards of personal and professional conduct. The following statements, define the behaviour and attitude that set the required standard for conduct throughout a teacher's career.

Teacher uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school by:

- **Treating pupils with dignity, building relationships rooted in mutual respect,** and at all times observing proper boundaries appropriate to a teacher's professional position;
- **Having regard for the need to safeguard pupils' wellbeing, in accordance with statutory provisions showing tolerance of and respect for the rights of others;**
- **No undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs;**
- Ensuring that personal beliefs are not expressed in ways that exploit pupils' vulnerability, or might lead them to break the law.

Teachers must have proper and professional regard for the ethos, policies and practices of the school in which they teach, and maintain high standards in their own attendance and punctuality. They must have an understanding of, and always act within, the statutory frameworks that set out their professional duties and responsibilities.

NB the phrase 'fundamental British values' refers to the definition of extremist as articulated in the Prevent strategy, which was launched in June 2011 and update recently. It includes the need for schools to explore with pupils and students '**democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs**'.

Supporting children who are travelling/have travelled abroad to specific locations

If a student/parent/carer seeks permission to travel abroad and this falls within the academic school terms then the family should be provided with the letter as set out in Appendix II. The Dangers of travelling for terrorism (of Forced Marriage or Female Genital Mutilation) are becoming increasingly apparent and concerning. While this guidance refers to children and young people returning, there is an absolute desire to stop them travelling wherever possible. College staff must also be alert and refer cases of potential concern if they become aware that a student/pupil is intending to travel during school holidays.

If you have concerns either post travel or pre travel and/or identify any concerns in relation to extremism as identified above please refer to the flow diagram on appendix IV which relies on your professional judgement with full support and guidance from your SPOC. If any of the indicators of concern are noted upon return/extremism risk identified then consideration needs



to be given to making a referral. This will be from a safeguarding perspective around a number of issues that will encompass extremism vulnerabilities. If any responses/discussions give further indicators for concern around extremism then the local security partnership officer will be contacted.