



PREVENT Strategy Policy

March 2018

Approved by the Governing Body Strategy Group 07/03/18

**This Policy is due for renewal in Term 4
2019–20**

PREVENT STRATEGY POLICY

OF

GODINTON PRIMARY SCHOOL

SECTION ONE – BACKGROUND

1.1 The Government’s Prevent strategy has existed since 2011 and forms part of the overall counter-terrorism strategy (CONTEST) see www.gov.uk/government/publications/prevent-strategy-2011. The CONTEST strategy is based on four areas of work:

Pursue – To stop terrorist attacks

Prevent – To stop people becoming terrorists or supporting terrorism

Protect – To strengthen our protection against a terrorist attack

Prepare – To mitigate the impact of a terrorist attack.

1.2 The Counter-Terrorism and Security Act 2015 gave the strategy legal status in schools and colleges. This means educational establishments must have ‘due regard to the need to prevent people from being drawn into terrorism’, and is known as the ‘Prevent Duty’.

1.3 The Government has defined extremism in the Prevent strategy 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. We also include in our definition of extremism calls for the death of members of our armed forces” (Prevent Duty Guidance: for England and Wales, 2015).

1.4 Radicalisation refers to the process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups.

SECTION TWO – STATUTORY DUTIES AND RELATED POLICIES AND GUIDANCE

The duty to prevent children and young people being radicalised is set out in the following Documents:

- Counter Terrorism and Security Act 2015
- Keeping Children Safe in Education 2015
- Prevent Duty Guidance 2015 www.gov.uk/government/publications/prevent-duty-guidance.

- Working Together to Safeguard Children 2015
- Channel Duty Guidance – Protecting vulnerable people from being drawn into terrorism 2015

This policy also takes into consideration The Department for Education's (DfE) own guidance to complement the statutory guidance, this is available at: www.gov.uk/government/uploads/system/uploads/attachment_data/file/439598/prevent-dutydepartmental-advice-v6.pdf.

This policy should be read in conjunction with the school's policies for:

- Safeguarding
- E safety
- Behaviour
- Equal Opportunities
- Whistle- Blowing

SECTION THREE – ETHOS

Safeguarding children from all risks of harm is an important part of a school's work and protecting them from extremism and radicalisation is one aspect of that.

At Godinton Primary School, we ensure that we promote tolerance and respect for all cultures, faiths and lifestyles. The Governors also ensure that this ethos is reflected and implemented effectively through school policy and practice and that there is an effective suite of policies in place to safeguard and promote pupil welfare.

While it remains rare for children and young people to become involved in terrorist activity, young people from an early age can be exposed to terrorist and extremist influences or prejudiced views. As with other forms of safeguarding strategies, early intervention is always preferable.

At Godinton Primary School we aim to:

- Raise awareness, where appropriate and relevant, within the school of the threat from extremist groups and the associated risks for young people. This will always be done in an age appropriate manner.
- Be familiar with any local extremist issues.

- Provide information about what can cause extremism, about preventative actions taking place locally and nationally and where additional information and advice can be obtained.
- Help children to develop skills of resilience in order to reduce the risk for those who may be vulnerable to being drawn into extremist activity.

SECTION FOUR – ROLES AND RESPONSIBILITIES

4.1 Role of the Governors

It is the role of the **Governors** to ensure that the schools meet their statutory duties with regard to preventing radicalisation. The schools have a nominated **Safeguarding Governor** who will liaise with the **Headteacher** and other staff about issues to do with protecting pupils from radicalisation.

4.2 Role of the Headteacher

It is the role of the **Headteacher** to:

- ensure that the school and its staff respond to preventing radicalisation on a day to day basis;
- ensure that the school's curriculum addresses the issues involved in radicalisation;
- ensure that staff conduct is consistent with preventing radicalisation.

4.3 Role of Designated Safeguarding Lead

It is the role of the **Designated Safeguarding Lead (DSL)** to:

- ensure that staff understand the issues of radicalisation, that they are able to recognise the signs of vulnerability or radicalisation and know how to refer their concerns;
- receive safeguarding concerns about pupils who may be vulnerable to the risk of radicalisation or are showing signs of radicalisation;
- make referrals to appropriate agencies with regard to concerns about radicalisation;
- liaise with partners, including the **Local Children's Safeguarding Board** and the police.
- Act as a single point of contact for radicalisation and extremism enquiries internally
- Upload information regarding Prevent onto the school website as a point of reference for the school community.
- Complete the school's Prevent Duty self-assessment.
- Complete Prevent training (**Online CHANNEL** general awareness training and **WRAP** (Workshop to Raise Awareness of Prevent where this is available).

4.4 Role of staff

It is the role of staff to understand the issues of radicalisation, that they are able to recognise the signs of vulnerability or radicalisation and know how to refer their concerns.

SECTION FIVE – CURRICULUM

5.1 Godinton Primary School is 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. Our values support the development of the whole child as a reflective learner within a safe and respectful learning environment. Teaching the schools' core values, alongside an understanding of British values, helps our pupils to make a positive contribution to the development of a fair, just and civil society.

At Godinton Primary School, we believe it is important that the Prevent strategy does not stifle the opportunity for safe and informed debate at an age appropriate level. Pupils must have the opportunity, within appropriate subjects, to express views, seek advice, ask questions and ultimately further their understanding. Children should feel able to ask controversial questions without fear of reprimand.

Children will learn to develop tolerance and respect for cultures, faiths and lifestyles through PSHE (Personal Social and Health Education) and RE (Religious Education) lessons. Assemblies may respond to national or international events such as terrorist attack but will always be delivered in a sensitive manner with due regard to the age of the children.

5.2 Online-Safety

The internet provides children and young people with access to a wide range of content, some of which is potentially harmful. Extremists use the internet, including social media, to share their messages. The filtering systems used at our schools block inappropriate content, including extremist content. Where staff, pupils or visitors find unblocked extremist content they must report it immediately to a senior member of staff following the school's cause for concern procedures.

The e-safety policy refers to preventing radicalisation and related extremist content.

SECTION SIX – STAFF TRAINING

Staff will be given training to help them understand the issues of radicalisation, so that they are able to recognise the signs of vulnerability or radicalisation and know how to refer their concerns. This information forms part of the regular safeguarding training.

Online training modules are available at:

http://course.ncalt.com/Channel_General_Awareness/01/index.html or
<https://www.elearning.prevent.homeoffice.gov.uk/>

Staff are directed as to which training module they will need to complete. All staff complete the home office training module on induction.

SECTION SEVEN – SAFER RECRUITMENT

We ensure that the staff we appoint to the school are suitable, our recruitment procedures are rigorous and we follow the statutory guidance – Keeping Children Safe in Education 2015.

DBS checks are carried out in accordance with up to date national guidance on persons having regular unsupervised access to children.

SECTION EIGHT – VISITORS

We undertake due diligence to ensure that visiting speakers are appropriate for the age of children they are addressing and to the content of their delivery. Speakers will be supervised at all times and will not be allowed to speak to pupils without a member of staff being present. The content of a visitor’s talk to children will have been discussed beforehand with the lead member of staff for the activity, as will the school’s procedures about what to do if they are concerned about any aspect of child welfare.

Staff are not to invite speakers into schools without first obtaining permission from the Headteacher or DSL.

SECTION NINE – SIGNS OF VULNERABILITY

There are no known definitive indicators that a young person is vulnerable to radicalisation, but there are number of signs that when combined may increase the risk. These are signs which school staff should be aware of in relation to the Prevent strategy.

Signs of vulnerability include:

- underachievement
- being in possession of extremist literature
- poverty
- social exclusion
- traumatic events
- global or national event
- religious conversion
- change in behaviour
- extremist influences
- conflict with family over lifestyle

- confused identify
- victim or witness to race or hate crimes
- rejection by peers, family, social groups or faith
- isolation from peers
- becoming withdrawn in class
- disengagement from work
- aggressive behaviour towards peers
- rebelling against school rules
- attendance – change in pattern

SECTION TEN – RECOGNISING EXTREMISM

There is no such thing as a typical extremist and those involved in extremism come from a wide range of backgrounds and experiences. The list of indicators below helps to support school staff to identify factors that could suggest a child or their family may be vulnerable or involved in extremism. The list of indicators is not exhaustive and all or none may be present in individual cases of concern. Nor does it mean that children experiencing these factors are automatically at risk of exploitation for the purpose of extremism.

- 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 possessing illegal or extremist literature
- advocating messages similar to illegal organisations or other extremist groups
- out of character changes in dress, behaviour and peer relationships (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, art work or writing that displays extremist themes
- attempts to impose extremist views or practices on others
- verbalising anti-Western or anti-British views
- advocating violence towards others

The current local profile of extremist groups includes those from Syria, Iraq, Afghanistan and Pakistan, extreme right white protest groups, and unaccompanied asylum seeking children.

Staff should use their professional judgement in identifying children who might be at risk of radicalisation and act proportionately.

SECTION ELEVEN – REFERRAL PROCESS

Staff and visitors to the schools must refer all concerns about pupils who show signs of vulnerability or radicalisation to the Designated Safeguarding Lead using the school's procedures for reporting other safeguarding concerns. When there are significant concerns about a pupil, the Safeguarding Lead at the school may seek advice from the Local Safeguarding Children's Board (LSCB) and a referral to CHANNEL may be made using the referral form attached as appendix A. This should be emailed to channel@kent.pnn.police.uk CHANNEL is a key element of the Prevent strategy. It is a multi-agency approach to protect people at risk from radicalisation. It uses existing collaboration between local authorities, statutory partners (such as education and health sectors, social services and offender management services) and the police to:

Identify individuals at risk of being drawn into terrorism

Assess the nature and extent of that risk

Develop the most appropriate support plan for the individuals concerned.

Further guidance about the CHANNEL programme can be found at:

www.gov.uk/government/publications/channel-guidance

Should concerns require support from other agencies, issues relating to terrorism and extremism can be reported using the following contacts:

Department for Education Due Diligence and Counter Extremism Group: 020 7340 7264 or counter.extremism@education.gsi.gov.uk (These are not emergency contact details)

Anti-Terrorist Hotline: 0800 789 321

Crime Stoppers: 0800 555 111

Relevant Police Force: 101

SECTION TWELVE – CHILDREN IN CARE

Safeguarding all children from risks of harm is an essential part of a school's work. The school's aim is to ensure that all vulnerable groups, including Children in Care, are protected from threats posed by extremism and radicalisation.

SECTION THIRTEEN – MONITORING AND REVIEW

This policy will be reviewed every year.

Appendix A

Prevent Referral form			
Referral details			
Name:			
Alternative names:			
Date of birth:		Gender:	
Address:			
Nationality:		Ethnicity:	
Language:		Religion:	
Family or carer details:			
Referring agency details			
Referral author and contact details			
Agency:			
Date of referral:			
Referral factors			
Faith / ideology issues	e.g. concerning comments relating to faith or ideology, association with extremists		

Social mobility issues	e.g. Poverty, lack of social activity, isolation, lack of education or employment, immigration issues
Physical or mental issues	e.g. disability, learning difficulties, mental health concerns
Risk or harm factors	e.g. threat posed by family member (i.e. DV issues), victim of hate crime or personal attack
Criminal activity or association	e.g. involved in criminal activity, associating with known criminals
Summary reason for referral	
Outline main reasons for referral	
Existing agency involvement	
Outline any agency involvement already in place (that you are aware of) e.g. Early Help/Preventative Services (CAF), MAPPA, Safeguarding	
Any other relevant information	

