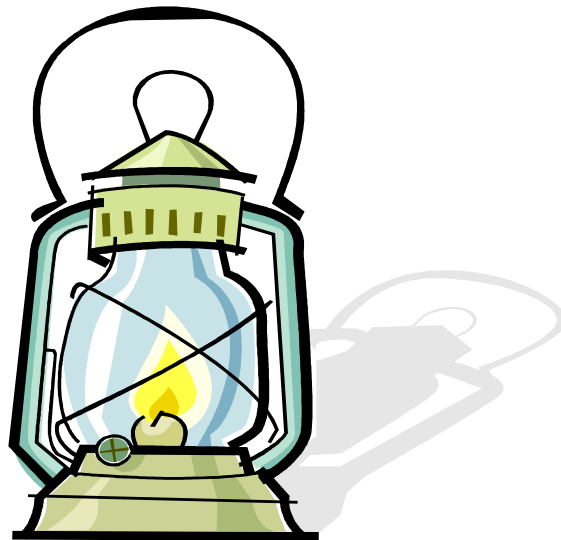




PREVENT DUTY POLICY



St Bede's Catholic Primary School & Nursery

Prevent Duty Policy

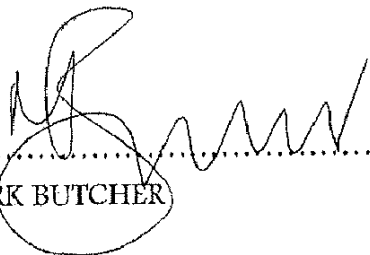
Policy Adopted by Governing Body on: 2nd March 2017

Policy Last Reviewed on: 2nd March 2017

Policy due for Review: Spring 2019

Signed by the Head teacher 
GARY NOTT

Date: ...13/3/17.....

Signed by the Chair of Governors 
MARK BUTCHER

Date:.....10/3/17.....

Introduction

This Prevent Duty Policy should be read in conjunction with the School's Safeguarding and Child Protection and Online Safety Policies.

St Bede's Catholic Primary School & Nursery is committed to providing a secure environment for pupils, where children feel safe and are kept safe. All adults in our school 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.

In adhering to this policy and procedures, staff and visitors contribute to our school's delivery of the outcomes to all children, as set out in section 10(2) of the Children Act 2014 and in accordance with the "Counter Terrorism and Security Act 2015" which places a duty on all schools to 'have due regard to the need to prevent people from being drawn into terrorism'.

This Prevent Duty Policy is one element within our overall school arrangements to safeguard and promote the welfare of all children in line with our statutory duties set out at section 175 of the Education Act 2002 (section 157 of the Education Act 2002).

Our School's Prevent Duty Policy also draws on:

- Guidance in the "London Child Protection Procedures"
- "Keeping Children Safe in Education" (DfE September 2016)
- DCSF resources "Learning Together To Be Safe", "Prevent resources Guide", and Tackling Extremism in the UK"
- "Teaching Approaches That Help Build Resilience to Extremism among Young People (DfE, 2015) and
- The Prevent Duty – DfE Advice for Schools and Childcare Providers (June 2015)

School Ethos and Practice

When operating this policy we use the following accepted Governmental definition of 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; and/or calls for the death of members of our armed forces, whether in this country or overseas".

The most recent Prevent Duty Guidance (2015) can be found on the link below:

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/445977/379_9_Revised_Prevent_Duty_Guidance_England_Wales_V2-Interactive.pdf

In St Bede's Catholic Primary School and Nursery there is no place for extremist views of any kind, whether from internal sources – pupils, staff or governors, or external sources – school community, external agencies or individuals. Our pupils see our school 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 school 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. We also recognise that if we fail to challenge extremist views, we are failing to protect our pupils.

We therefore provide a broad and balanced curriculum, delivered by skilled professionals, so that our pupils are enriched, become tolerant of difference and diversity and also as a means of ensuring that they thrive, feel valued and not marginalized.

We are also aware that young people can be exposed to extremist influences or prejudiced views from an early age which emanate from a variety of sources and media, including via the internet, and at times pupils may themselves reflect or display views that may be discriminatory, prejudiced or extremist, including using derogatory language.

Any prejudice, discrimination or extremist views, including derogatory language, displayed by pupils or staff is always challenged and where appropriate, dealt with in line with our Behaviour and Discipline Policy for pupils and the Code of Conduct for staff.

Where misconduct by a teacher is proven, the matter will be referred to the National College for Teaching and Leadership for their consideration as to whether a Prohibition Order is warranted.

As part of wider safeguarding responsibilities school staff are alert to:

- Disclosures by pupils 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 pupils have not actively sought these out.
- Graffiti symbols, writing or art work promoting extremist messages or images.
- Pupils 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 pupils in other schools or settings.
- Pupils 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, views based on, but not exhaustive to, gender, disability, homophobia, race, colour or culture.
- Attempts to impose extremist views or practices on others.

Our school closely follows the locally agreed procedure as set out by Redbridge, for safeguarding individuals vulnerable to extremism and radicalisation. In the event of concerns about a person becoming radicalised, consideration will be given to using the Redbridge Channel process. 'Channel' is a bespoke panel which meets to address issues of individuals who have been identified as being at risk of radicalisation but have not committed any terrorism offence. The Channel Panel meets when a referral has been made and referrals can be made by anyone.

Advice for Parents

Parenting can be a challenging task. Maintaining a positive relationship can sometimes be difficult as children grow and develop and seek an identity that may be different from their own family.

Children and young people have a natural curiosity which as parents we want to encourage. However, as our children grow up we have to take different steps to ensure their safety. Currently a number of young girls and boys have been persuaded to leave the country against the wishes of their families, or in secret, putting themselves in extreme danger.

If you click on the link below or copy into your browser the leaflet sets out information to help parents keep their children safe and explains how they should respond if they have a concern.

http://media.wix.com/ugd/572191_470c9827739c4bedb6fd04f2c7e496d2.pdf Parent vice

Teaching Approaches

We all strive to eradicate the myths and assumptions that can lead to some young people becoming alienated and disempowered. In our school this is achieved by good teaching, primarily via PSHE but also through the fundamental British values underpinning our curriculum.

We 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. We ensure that all of our staff are equipped to recognise extremism and are skilled and confident enough to challenge it.

This works in conjunction with our school's approach to the spiritual, moral, social and cultural development of pupils and includes the sound use of assemblies to help further promote this rounded development of our pupils. Our goal is to build mutual respect and understanding and to promote the use of dialogue not violence as a form of conflict resolution. We achieve this by using a curriculum that includes:

- Making a connection with young people through good teaching and a pupil centred approach
- Facilitating a 'safe space' for dialogue, open discussion and debate
- Equipping our pupils with the appropriate skills, knowledge, understanding and awareness for resilience
- Citizenship and other educational programmes
- Work on anti-violence and a restorative approach addressed throughout our curriculum.

We will also work with local partners, families and communities in our efforts to ensure our school understands and embraces our local context and to assist in the broadening of our pupils' experiences and horizons. 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 effective mentoring is in place. Additionally, in such instances our school will seek external support from the local authority and local partnership structures working to prevent extremism.

At our school we 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 no faith. It is one of our most fundamental responsibilities to keep our pupils safe and prepare them for life in modern multi-cultural Britain and a global society.

Use of External Agencies and Speakers

We will encourage the use of external agencies or speakers to enrich the experiences of our pupils. However we positively vet those external agencies, individuals or speakers who we may engage to provide such learning opportunities or experiences for our pupils. To do this we ensure guest speakers for our pupils. To do this we will ensure any guest speakers and other visitors are vetted through risk assessment.

Such vetting is to ensure that we do not unwittingly use agencies that are inconsistent with our school's values and ethos.

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

- Any messages communicated to pupils are consistent with the ethos of the school and do not marginalise any communities, groups or individuals.
- Any messages 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 carefully evaluated by schools to ensure that they are effective.

We recognise that the ethos of our school is to encourage pupils to understand opposing views and ideologies, appropriate to their age and to be able to actively engage with them in informed debate. This we believe, will develop our pupils' critical thinking skills needed to engage in informed debate and counteract any exposure to extremist views.

Whistle Blowing

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 with the main point of contact being the Designated Safeguarding Lead (see Whistle Blowing Policy).

Child Protection

Please refer to our Safeguarding and Child Protection, and Online Safety Policies for the full procedural framework for our safeguarding and child protection duties.

Staff at our school will be alert to the fact that while extremism and radicalisation are broadly safeguarding issues, there may be some instances where a child is at direct risk of harm or neglect. For example, this could be due to a child displaying risky behaviours in terms of the activities they are involved in or staff may be aware of information about a child's family that may place them at risk of harm. Therefore all adults working at our school (including visiting staff, volunteers and students on placement) are required to report instances where they believe a child may be at risk of harm or removal from the country under concerning circumstances. Such concerns must be immediately reported to the Designated Safeguarding Lead.

Signs and Indicators of Radicalisation

Safeguarding children from radicalisation is no different to safeguarding them from other forms of harm. It is important that any signs or indicators of concern should be reported as set out in the school's Safeguarding and Child Protection Policy regardless of whether you believe a child (ren) is vulnerable due to extremist radicalisation or, other more well-known abuse. Many of the indicators will suggest concerns which don't fit neatly into one form of abuse or another.

Safeguarding issues such as child sexual exploitation and grooming are very closely connected with radicalisation in terms of strategies used by 'recruiters'. The signs and indicators therefore may be the same. If you are concerned about a child or colleague, talk to your DSL. They will use their expertise to decide on the next step.

Indicators of Radicalisation or Safeguarding Concerns in general

There is no clear profile of someone who is vulnerable to radicalisation. From recent examples we know only that no one group of people become radicalised and go on to be involved in violent or non-violent extremist activities.

The following are only signs and indicators of **potential** issues of concern, including radicalisation. These examples do not mean that a pupil has necessarily been subject to radicalisation. As well as indicators such as child sexual exploitation and on-line bullying, the following may provide additional guidance. Pupil –

- Changing their behaviours or appearance
- Adopting styles of clothes associated with groups with whom they had no previous connection – this could be faith or politically based
- Becoming isolated from friends, peers or family
- Becoming involved with pupils who have strong ideological ideas
- Viewing websites which contain extremist ideologies or symbols
- Attempting to recruit others to an extremist ideology or cause
- Vocalising extremist ideologies
- Using extremist language
- Questioning identity and sense of belonging
- Glorifying current terrorist activity seen in the media
- Displaying extreme behaviour related to ideology and/or religion
- Families requesting extended holidays to regions known to be unsafe or places not associated with the family

- Possessing or discussing extremist material; family not aware of absence from school
- Family raising concerns about the child and their behaviours
- Identifying extremist literature being distributed by pupil or family member/carer
- Overhearing extremist language or conversations
- Concerns about vulnerable pupils being targeted
- Groups of unknown people gathering close to school, campaigning or fund raising for known extremist or unknown organisations
- Accessing of extremist websites or literature

Role of the Designated Safeguarding Lead

Designated Safeguarding Lead (DSL): Gary Nott, Head teacher

Deputy Safeguarding Officers:

Rob Spriddle, Acting Deputy Head teacher (UKS2)

Katherine Roberts, Acting Deputy Head teacher (LKS2)

Sarah Brock, Assistant Head teacher (EYFS)

Michael Newman, Assistant Head teacher (KS1)

Tracey Leiser, SENDCo

Tricia Lawlor, School Business Manager

The DSL works in line with the responsibilities set out in the DfE (2016) Guidance “Keeping Children Safe in Education”. The DSL is the focal point and local expert for school staff and others who may have concerns about a child’s safety or wellbeing and is the first point of contact for external agencies.

In St Bede’s Catholic Primary School and Nursery, the role of the DSL is extended to include the responsibilities of PREVENT. Any concerns which warrant further investigation will be referred to the appropriate Child protection Team or other relevant agency.

Useful Contacts

Anti-terrorist Hotline: 0800 789321

Ilford Police Station: 020 8478 1123

Redbridge PREVENT Officer – Perryn Jasper

Telephone: 020 8798 5244/5230 Mobile: 07506 460350

Email: Melanie.Roulston@redbridge.gov.uk or Perryn.Jasper@redbridge.gov.uk

Advice for teachers, parents and school leaders on protecting children from extremism **educate against hate**

Prevent Duty Guidance: **Prevent Duty Guidance**

Training

Whole school in-service training on safeguarding, child protection and online safety is organised for staff and governors on a yearly basis and includes training on PREVENT and its safeguarding implications.

The DSL and Deputies attend training courses as necessary and appropriate inter agency training every two years which includes training on extremism and radicalisation and its safeguarding implications.

Home office e-learning: <https://www.elearning.prevent.homeoffice.gov.uk>

Home Office Training Catalogue: **Prevent Duty: catalogue of training courses**

Other LSCB Training opportunities: **Redbridge LSCB**

Recruitment

We have adopted the Redbridge Safer recruitment Policy. As such we follow safer recruitment best practice in education settings, including, but not limited to, ensuring that DBS checks are

always made at the appropriate level and that we complete and maintain a single central register of such vetting checks.

By adhering to safer recruitment best practice and ensuring there is an ongoing culture of vigilance within our school staff team we hope to minimise the opportunities for extremist views to prevail.

Role of the Governing Body

Governors of St Bede's Catholic Primary School and Nursery will undertake appropriate training to ensure that they are clear about their role and the parameters of their responsibilities as governors, including statutory safeguarding duties.

The Governing Body supports the ethos and values of our school and the provisions of this Prevent Duty Policy. They will review the Policy every two years but may amend it outside of this timeframe in accordance with any new legislation or guidance.

This Policy was considered and adopted by the Governing Body in line with their overall duty to safeguard and promote the welfare of children as set out in the guidance "Keeping Children safe in Education" (DfE 2016).

A hard copy of this policy will be made available to any parent on request and will also be made available to parents on the school website.