

Prevent Policy

Date: October 2022

Review Date: 31st October 2024

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What is the Prevent Duty?

The Prevent duty requires all schools to "have due regard to the need to prevent people being drawn into terrorism", under the Counter-Terrorism and Security Act 2015. The duty covers all types of extremism, whether political, religious or ideological.

What does it mean for your school?

You need to protect pupils from the risk of radicalisation, as part of your wider safeguarding duties and duty to promote the spiritual, moral, social and cultural development of pupils.

To do this, you should:

- Promote the fundamental British values in your curriculum
- Make sure your school is a safe space for pupils to discuss sensitive topics, including terrorism and extremism
- Ensure you have robust safeguarding procedures to identify children at risk
- Engage with your local authority's (LA's) risk assessment to determine the potential risk of individuals being drawn into terrorism in your local area
- Make sure you have measures in place to protect pupils from harmful online content, including setting up appropriate filtering systems
- Make sure staff receive training to help them identify pupils at risk, challenge extremist ideas, and know how to act if they have a concern

The designated safeguarding lead (DSL) must have Prevent awareness training

Links to other policies

This Policy should be read in conjunction with the following policies and statements:

- Child Protection and Safeguarding
- Equality Information and Objectives
- Behaviour Policy
- E-Safety Policy
- British Values

The following national guidelines should also be read when working with this policy;

- PREVENT Strategy HM Government
- Keeping Children Safe in Education DfE
- Working Together to Safeguard Children Df

1. Mission Statement

Belmont Primary School 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.

This policy is concerned with safeguarding the welfare of children who may be exposed to radicalisation or extremist ideas as defined by The Counter Terrorism and Security Act 2015 ('The Act'). This Act places a legal responsibility on the school to prevent people being drawn into terrorism and requires that the school challenge extremist ideas. In adhering to this policy and procedures staff and visitors will contribute to our school's delivery of the outcomes to all children, as set out in s10 (2) of the Children Act 2004¹.

This Preventing Extremism and Radicalisation Safeguarding Policy Statement 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 s175 of the Education Act 2002 (s157 of the Education Act 2002.)

Our school's Preventing Extremism and Radicalisation Safeguarding Policy Statement also draws on:

- Guidance in the "London Child Protection Procedures" <http://www.londoncp.co.uk/index.html>
- DfE Guidance "Keeping Children Safe in Education, 2021"
- DCSF Resources "Learning Together to be Safe", "Prevent: Resources Guide", "Tackling Extremism in the UK"
- DfE's "Teaching Approaches that help Build Resilience to Extremism among Young People" and
- Peter Clarke's "Report into allegations concerning Birmingham schools arising from the 'Trojan Horse' letter", dated July 2014

2. Aims and Objectives

When operating this policy we use the following accepted UK Government's 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 full UK Government Prevent Strategy can be viewed at:

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/97976/prevent-strategy-review.pdf

There is no place for extremist views of any kind at Belmont Primary School, whether from internal sources – i.e. pupils, staff, parents or governors; or, external sources – i.e. from within the wider school community, external agencies or individuals.

We want Belmont Primary School pupils to see their school as a safe place where they can explore controversial issues safely and where teachers support and facilitate this.

As a school we recognise that extremism and exposure to extremist materials and influences can lead to poor outcomes for children and hence 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.

Belmont Primary School is fully committed to safeguarding and promoting the welfare of all of its pupils. As a school, we recognise that safeguarding against radicalisation is no different from safeguarding against any other vulnerability or risk. At Belmont Primary School, all staff are expected to uphold and promote the fundamental principles of British Values, including democracy, the rule of law, individual liberty, mutual respect, and tolerance of those with different faiths and beliefs.

¹ I.e. promoting the physical, mental health and emotional well-being of children; the protection of children from harm and neglect; the education, training and recreation of children; the contribution made by them to society; and their social and economic well-being

3. Approaches to Teaching and Learning

Staff at Belmont Primary School will 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. At Belmont, this will be achieved by good teaching, primarily via our PSHE programme and SMSC curriculum but also by adopting the methods outlined in the UK Government's guidance '*Teaching approaches that help build resilience to extremism among young people*' DfE 2011.

All curriculum policies are published on our website: <http://www.belmontprimaryschool.org.uk/Policies-Procedures/>

The school's principle learning objectives are that:

- Pupils are encouraged to adopt and embody the core values of Belmont Primary School. These complement the key "British Values" of tolerance, respect, understanding, compassion and harmonious living.
- Pupils are helped to understand the importance of democracy and freedom of speech, through assemblies and through the elected School Council members
- Pupils are taught how to keep themselves safe, in school and when using the internet.
- Pupils participate in local community events so that they appreciate and value their neighbours and friends who may not share their faith background.
- Pupil's wellbeing, confidence and resilience is promoted through our planned curriculum and out of hours learning opportunities.
- Pupils are supported in making good choices from a very young age, so they understand the impact and consequences of their actions on others.
- Governors, teachers, teaching assistants and non-teaching staff demonstrate an understanding of what radicalisation and extremism are and why we need to be vigilant in school.

The above principles are embedded within the ethos of the school so that pupils know and understand what safe and acceptable behaviour is in the context of extremism and radicalisation. This will work in conjunction with our schools approach to the spiritual, moral, social and cultural development of pupils as defined in Ofsted's School Inspection Handbook and will include 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.

Belmont Primary School's curriculum promotes respect, tolerance and diversity. Children are encouraged to express themselves through discussions, debates and consultations. The school's Religious Education, PSHE (Personal, Social and Health Education), Citizenship and SMSC (Spiritual, Moral, Social and Cultural) provision is embedded throughout and across the curriculum, and underpins the ethos of the school. Children learn about other faiths and visit places of worship and are taught about how to stay safe when using the Internet.

We will achieve our curriculum aims and wider learning objectives by using a curriculum that includes:

- Appropriate for age PSHE programmes
- Open discussion and debate
- Work on anti-violence and a restorative approach addressed through the curriculum
- Focussed educational programmes

4. Roles and Responsibilities

All staff need to be aware of the School's Prevent Policy and procedures. All concerns must be reported immediately to the Designated Safeguarding Leaders.

4.1 School Staff

Extremists of all persuasions aim to develop destructive relationships between different communities by promoting division, fear and mistrust of others based on ignorance or prejudice and thereby limiting the life chances 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. We therefore will 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.

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 will always be challenged and where appropriate dealt with in line with our Behaviour Policy for pupils and the Code of Conduct for Staff.

Where misconduct by a teacher is proven the matter will be referred to the Headteacher, and via her to the Chair of Governors, by whom further decisions and advice about appropriate action will be made.

As part of wider safeguarding responsibilities school staff will be 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 exclusive to, gender, disability, homophobia, race, colour or culture
- Attempts to impose extremist views or practices on others
- Anti-Western or Anti-British views

Our school will closely follow any locally agreed procedure as set out by the Local Authority and/or the Hounslow Safeguarding Children Board's agreed processes and criteria for safeguarding individuals vulnerable to extremism and radicalisation.

In the event of concerns about a person becoming radicalised consideration will be given to using LBH's Prevent Lead Officer and the 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 LBH Channel Panel meets when a referral has been made and referrals can be made by anyone.

4.2 Parents and the wider community

We will also work with local partners, families and communities in our efforts to ensure our school understands and embraces our local context and values in challenging extremist views and to assist in the broadening of our pupil's experiences and horizons. We will help 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 liaise with the LBH Prevent Team to ensure that that pupil is offered appropriate support.

At Belmont Primary School, we encourage the use of external agencies or speakers to enrich the experiences of our pupils. We will ensure that we thoroughly assess the suitability and effectiveness of input from external agencies or individuals to ensure that:

- Any messages communicated to students are consistent with the ethos of the school and do not marginalise any communities, groups or individuals
- 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 matched to the needs and age of pupils
- Activities are carefully evaluated 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, understanding and abilities, and to be able to actively engage with them in informed debate, and we may use external agencies or speakers to facilitate and support this.

By delivering a broad and balanced curriculum, augmented by the use of external sources where appropriate, we strive to ensure that our pupils recognise risk and build resilience to manage any such risk themselves appropriate to their age and ability and also to help students develop the critical thinking skills needed to engage in informed debate.

4.3 Governing Body

The Governing Body of our School will undertake appropriate measures 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 school will support the ethos and values of our school and will support the school in tackling extremism and radicalisation. In line with the provisions set out in the DfE guidance 'Keeping Children Safe in Education, 2014' the governing body will challenge the school's senior management team on the delivery of this policy and monitor its effectiveness.

Governors will review this policy regularly (every two years) and may amend and adopt it outside of this timeframe in accordance with any new legislation or guidance or in response to any quality assurance recommendations pertaining to the delivery of this policy and the overall safeguarding arrangements made.

5. Child protection

Please refer to our Child Protection and Safeguarding Policy for the full procedural framework on our Child Protection duties.

Staff at our school are alert to the fact that whilst Extremism and Radicalisation is a safeguarding issue and there may be some instances where a child or children may be at direct risk of harm or neglect.

5.1 What should staff or other members of the school community do if they have any concerns about a child?

All adults working at the school (including visiting staff, volunteers, contractors, and student teachers on placement) are required to report instances where they believe a child may be at risk of harm or neglect to the school's Designated Safeguarding Officers (DSOs):

- **Headteacher (Elaine Lacey),**
- **Deputy Headteacher and SENCO (Sarah Boyadjian);**

Please note that if, at any point, there is a risk of immediate serious harm to a child a referral should be made to LBH children's social care immediately, via the school office. If the child's situation does not appear to be improving, the staff member with concerns should press for re-consideration. Concerns should always lead to help for the child at some point.

It is important for children to receive the right help at the right time to address risks and prevent issues escalating. Therefore, it is crucial for our school staff, including designated safeguarding leads, to challenge those who appear not to be taking action

In line with Recommendation 2 of Peter Clarke's Report; the role of the school's DSOs will be extended, at the appropriate time, to include the responsibilities of the PREVENT strand of the UK Government's counter-terrorism strategy, July 2015

5.2 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.

5.3 What should staff look for?

The vast majority of children, of whatever background, will not become involved in extremist action and in many cases suspicious behavior may be a result of other problems such as mental health issues, social issues, relationships at home etc. However, as general good pastoral care, staff should immediately take note and act upon any of the following signs or symptoms:

- Apparent discomfort about 'fitting in'
- Appearing distanced from their own culture or heritage
- Family tensions
- Isolation
- Low self-esteem or feelings of failure
- Lacking in empathy / poor social interaction
- Significant change in appearance and / or behavior
- Hostile or inappropriate questions about faith and identity
- Sudden interest in religion
- Unhappiness following a move from one country to another

- Rejection of civic or community life
- Overly developed sense of grievance triggered by perceptions of racism or discrimination
- Failure to understand the actions and motivations of others
- Accessing of violent or extremist websites or possessing violent or extremist literature
- Contact with known extremists
- Justifying the use of violence to solve problems
- Joining an extremist organization
- If knowledge of the family leads you to believe there is a risk

6. Policy Review

This Policy and its effectiveness is reviewed every two years the school curriculum team.