



Prevent Policy

This policy is applicable to: the Wolds Learning Partnership (WLP)

Version 2.0

<p>Important: This document can only be considered valid when viewed on the school website. If this document has been printed or saved to another location, you must check that the version number on your copy matches that of the document online.</p>	
<p>Name of Responsible Committee/Individual:</p>	Board of Trustees
<p>Implementation Date:</p>	May 2019
<p>Review Date:</p>	May 2021
<p>Target Audience:</p>	All Staff, Parents, Students, Community Users, Key Stakeholders
<p>Related Documents</p>	Behaviour Policy Child Protection Policy Attendance Policy SEND Policy Acceptable Use of ICT Policy Statement of British Values
<p>References This guidance should be read in conjunction with other relevant guidance. In England, this includes Working Together to Safeguard Children, Keeping Children Safe in Education and Information Sharing: Her Majesty’s Government advice for professionals providing safeguarding services to children, young people, parents and carers.</p>	OFSTED guidance (www.ofsted.gov.uk) Prevent Duty Guidance 2015 Keeping Children Safe in Education (March 2018) Education Act 2011 The Education (Independent Schools Standards) Regulations 2014 The Equality Act 2010

Policy Statement



This policy outlines the principles and values underpinning the expectations of the Wolds Learning Partnership (WLP) for preventing and responding to extremism at any school which is part of the WLP.

Purpose and Scope

The threat to the UK from extremism, such as international terrorism, is substantial. The safeguarding threats that we now face are more diverse than ever before, dispersed across a wider geographical, social, technological and cultural platform.

Dealing with violent extremism is nothing new. Throughout history there have been groups prepared to use violence to achieve their aims. A small minority of these seek to groom and radicalise young people with an ideology which may justify the use of violence through a distorted interpretation of a particular set of values (often associated with a religion).

In line with guidance from the Department for Education (DfE), the WLP aims to safeguard all its children from the threat of extremism. We have a zero tolerance of extremist ideologies and behaviour. The WLP ensures that our care, guidance and curriculum empowers children to reject violent or extremist behaviour and to be safeguarded through education.

Young people can be exposed to a wide range of extremist influences or prejudiced views and behaviours, including via the internet, from an early age. Early intervention and education is a preferable way of safeguarding against extremism and radicalisation.

Roles and Responsibilities

At all the WLP establishments, it is everyone's responsibility to identify, report on and prevent extremism. Each group has individual responsibilities that must be adhered to if extremism is to be dealt with effectively.

Headteachers:

- Must ensure that staff are aware of and have read the policy and understand the procedures outlined
- Must ensure pupils/students and, where appropriate, parents/carers, are given regular feedback on the action being taken.
- Must report concerns to Channel via Early Help and Advice Support Hub (EHASH)

Designated Safeguarding Lead

It is the role of the designated safeguarding lead to:

- Ensure that staff understand the issues of radicalisation, are able to recognise the signs of vulnerability or radicalisation and know how to refer their concerns.
- Receive safeguarding concerns about children 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 authority and the police.
- Report to the governing body on these matters.

Staff:

- Must read and adhere to the policy
- Must always strive to be aware of potential or actual extremism and take action when there are concerns
- Must report and record all concerns following the school's procedures.



- Must actively preclude partisan political views in teaching and where political issues are brought to the attention of pupils/students they are offered a factual presentation of different views.

Trustees / Governors:

- Must ensure that the school has a Prevent policy and that it is regularly reviewed every two years.
- Must ensure that there is a member of the Senior Leadership Team that has specific responsibility for Prevent agenda.
- Must ensure that the effectiveness of the Prevent Policy is regularly monitored and that this is reported to the Governing Body of each school and the Trustees.

Parents:

- Must contact the school immediately if they know or suspect their child is at risk in order to work in partnership with the school. This applies even if the child has asked for 'secrecy'.
- Must share with the school any suspicions they have that children are at risk of extremism, even when it does not directly involve their child.

Definitions

Extremism is defined in the 2011 [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.

Radicalisation can be both violent and non-violent. Radicalisation is a process by which an individual or group comes to adopt increasingly extreme political, social or religious ideals and aspirations that reject or undermine contemporary ideas and expressions of freedom of choice.

British Values are democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs.

Partnership Working

Awareness of Prevent and an understanding of the risks it is intended to address are both vital. Professionals can help to identify, and to refer to the relevant agencies, young people whose behaviour suggests that they are being drawn into terrorism or extremism. Schools can help to protect children from extremist and violent views in the same ways that they help to safeguard children from drugs, gang violence or alcohol. Schools' work on Prevent needs to be seen in this context. The purpose must be to protect young people from harm and to ensure that they are taught in a way that is consistent with the law and our values.

All organisations should have an awareness of the Prevent agenda and the various forms of radicalisation and be able to recognise signs, indicators or concerns and respond appropriately.

There are no known definitive indicators that a young person is vulnerable to radicalisation, but there are number of signs that **together** increase the risk.

Signs of vulnerability include:

- underachievement
- being in possession of extremist literature
- poverty
- social exclusion
- traumatic events
- global or national events
- 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

Recognising Extremism

Early indicators of radicalisation or extremism may include:

- 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 (but 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

Systems and procedures

Under the statutory guidance issued under section 29 of the Counter-Terrorism and Security Act 2015, the WLP will ensure that children are safeguarded from extremism in the following ways, from the very beginning of their school career:

- All staff are trained to have an awareness and understanding of the risk of radicalisation in our area, institution or body.
- School leaders ensure that all staff understand what radicalisation means and why young people may become vulnerable to it.
- Understand what is meant by the term 'extremism' and what that means in our context, e.g. right wing ideologies.
- Understand the relationship between extremism and terrorism.
- Work in partnership to ensure positive co-operation, for example with other schools, the police and members of the community.
- All staff are trained to know what measures are available to prevent children being drawn into extremism and how the ideology can be challenged.
- All staff are given clear directions as to how to identify and record and causes for concern, as well as how to escalate those to the safeguarding officer in school.

In the WLP we teach a broad and balanced curriculum which promotes the spiritual, moral, cultural, mental and physical development of students and prepares them for the opportunities, responsibilities and experiences of life.



Through our PHSE programme, extra-curricular activities, tutor time, and citizenship we fulfil our explicit requirement to promote fundamental British values, promoting the spiritual, moral, social and cultural development of pupils/students.

Prevent at Wolds Learning Partnership's Schools

At the WLP we recognise that we serve a large community of families, from an increasingly wide range of back grounds, some of whom are impressionable or even vulnerable members of society, which accordingly places clear duties upon us to keep children safe and promote their welfare.

All staff employed at the WLP are trained to be alert to any safeguarding and child protection issues in the child's life at home or elsewhere.

The staff are trained to take action to protect children from harm and are alert to harmful behaviour by other adults (or peers) in the child's life. Focus on children's personal, social and emotional development is achieved through the delivery of a broad and balanced curriculum. Community cohesion is enhanced through the work of expert teams such as: pastoral leaders; house leaders; inclusion specialists and learning support staff. In addition tutors provide personal and academic mentoring.

Through delivery of a broad and balanced curriculum, staff ensure that the Prevent approach shapes what the children are taught in an age appropriate way, through ensuring younger children learn right from wrong, mix and share with other children and value other's views, know about similarities and differences between themselves and others, and challenge negative attitudes and stereotypes. Pupils/students throughout the key-stages engage with the fundamentals of British values; particularly in subjects such as geography, history, English, ICT, alongside of the statutory requirements of PSHE and RS. In addition pupils/students are supported to make safe choices through a coordinated programme of assemblies, and tutor time.

Monitoring of compliance with and effectiveness of the policy

The **Board of Trustees and Local Governing Body** is responsible for the final approval of this policy and procedure.

The Chief Executive Office (CEO) is responsible for ensuring that this policy and procedure is implemented fairly, consistently and objectively.

The **Headteacher of each school** is responsible for overseeing the introduction, implementation, monitoring and review of this policy.

Review

This policy will be reviewed within 2 years of the date of implementation.