



Inspire Education Trust

Together we achieve, individually we grow

PREVENT Policy *(Tackling Extremism & Radicalisation)*

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Document History

Version	Status		Date	Author	Summary Changes
V1			Oct 21	Michelle Smith	

PURPOSE

This Policy was written in conjunction with the Toolkit Duty Prevent which is a whole school approach through implementing the prevent duty. The Appendices have also been inserted from the Toolkit.

This policy should be read in conjunction with the following policies:-

- Safeguarding & Child Protection Policy
- Equality Policy
- Anti-Bullying Policy
- Positive Behaviour Management Policy
- E-Safety Policy
- PREVENT Strategy HM Gov
- Keeping Children Safe in Education DfE 2020
- Working Together to Safeguarding Children

1 INTRODUCTION

Since 2010, when the Government published the Prevent strategy, there has been an awareness of the specific need to safeguarding children, young people and families from violent extremism. There have been several occasions both locally and nationally in which extremist groups have attempted to radicalise vulnerable children and young people to hold extreme views, including views justifying political, religious, sexist or racist violence, or to steer them into a rigid and narrow ideology that is intolerant of diversity and leaves them vulnerable to future radicalisation.

Inspire Education Trust values freedom of speech and the expression of beliefs/ideology as fundamental rights underpinning our society's values. Both pupils 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.

The Inspire Education Trust is committed to providing a secure environment for pupils, where children and young people feel safe and are kept safe. All adults at the school recognise that it's everyone's responsibility irrespective of the role they undertake or whether their role has direct contact or responsibilities.

The Inspire Education Trust has adopted the Coventry Prevent Toolkit to ensure that they are compliant with their duties under the Counter-Terrorism and Security Act, which came into force on 1st July 2015. This Act requires specified authorities, including schools to *'have due regard to the need to prevent people from being drawn into terrorism'*. This is known as the 'Prevent Duty' which is part of the government's overall counter-terrorism strategy CONTEST which aims to reduce the risk to the UK and its interests overseas from terrorism, so that people can go about their lives freely and with confidence. This strategy was updated in June 2018.

The strategy is organised around four work streams:

Pursue: to stop terrorist attacks

Prevent: to stop people becoming terrorists or supporting terrorism

Protect: to strengthen our protection against terrorist attacks

Prepare: to mitigate the impact of a terrorist attack.

The Counter-Terrorism and Security Act 2015 contains a duty on specified authorities, which includes all schools including academies, free schools, maintained schools and studio schools to have due regard to the need to prevent people from being drawn into terrorism. The new legislation will be measured through various inspection frameworks, with schools and Children Services measured through OFSTED.

Prevent Co-ordinator

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2 School Ethos and Practice

When operating this Policy, the Inspire Education Trust uses the following accepted Governmental definition of extremism which is:-

‘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 extremist views of any kind within the Inspire Education Trust, whether from internal sources (pupils, staff or governors) or external sources (school community, external agencies or individuals).

Our pupils see the Inspire Education Trust 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.

Extremists of all persuasions aim to develop destructive relationships between different communities by promoting division, fear and mistrust of others on ignorance 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.

Therefore, the Inspire Education Trust will provide a broad and balanced curriculum delivered in all of our schools by skilled professionals, so that our pupils are enriched, understand become tolerant of difference and diversity and also to ensure that they thrive, feel valued and not marginalized.

Please see notes on associated terminology at Appendix 3.

3 The Counter Terrorism and Security Act July 2015

The Counter Terrorism and Security Act 2015 was published on 12th March 2015. Section 26 of the Act places a duty on schools in England (and Wales) to prevent people being drawn into terrorism. This duty applies to all schools, whether publicly-funded or independent, and organisations covered by the Early Years Foundation Stage framework. The duty also applies to children's homes. Statutory guidance has been published and comes into force on 1st July 2015.

School leaders (including governors) 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
- Ensure staff implement the duty effectively.

Other duties on schools include:

- Effective partnership working with other local agencies e.g. LSCB, police, health etc.
- Information sharing
- Maintaining appropriate records
- Assessing lock risk of extremism (including Far Right extremism)
- Demonstrating they are protecting children
- Developing clear protocols for visiting speakers
- Safeguarding policies that take account of LSCB policies and procedures
- Training staff to give them knowledge and confidence
- Ensuring there is robust ICT protocols that filter out extremist materials
- School buildings must not be used to give a platform to extremists

Ofsted are responsible for monitoring how well schools are implementing this duty.

4 Recognising the indications of vulnerability of 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 in individuals to drive

a wedge between them and their families and communities. It is vital that school staff is able to recognise those vulnerabilities.

Indications 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 a low self-esteem; they may have dissociated from their existing friendship group 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 actions and awareness of the motivations 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 a global ideology to explain personal disadvantage
 - Justifying the use of violence to solve societal issues
 - Joining or seeking to join extremist organisations and
 - Significant changes to appearance and/or behaviour
 - Experiencing a high level of social isolation resulting in issues of identity crisis and/or personal crisis.

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/Staff Behaviour policy for staff.

5 School Prevent Responsibilities

Within the Inspire Education Trust schools the following responsibilities are identified through a Prevent Working Group:-

- Prevent Safeguarding Leads – Headteacher/Pastoral Leads
- Prevent Governor Lead – Safeguarding Governor
- Prevent Curriculum Lead – PSHE Co-ordinator

- Responsibility for checking visitors to the school – School Manager/Pastoral Leads
- Responsibility for checking premises use by outsiders – Office Manager/Pastoral Leads
- Responsibility for record keeping – Office Manager/Pastoral Leads

All staff will receive training relating to PREVENT at the start of the academic year and, throughout the year will receive regular updates. All staff and governors will be required to undertake the Home Office training yearly. The MAT Pastoral Lead has completed WRAP (Workshop to Raise Awareness of Prevent).

www.elearning.prevent.homeoffice.gov.uk

Staff will also receive training through the online learning to help them provide appropriate challenge to pupils, parents or governors if opinions are expressed that are contrary to fundamental British values and promotion of community cohesion. Staff will have the opportunity to develop their critical thinking skills around power of influence, particularly on-line and through social media, through specific training arranged with the Coventry Prevent Education Officer.

6 Referral (see Appendix 1 – Referral Form)

If there are any Prevent concerns identified then staff will be required to follow the guidance on Appendix 2 – Notice, Check and Share, and ensure that they talk to your DSL in school and enter the information on CPOMS.

7 Teaching Approaches

We 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. In the Inspire Education Trust, this will be achieved by good teaching, primarily via Citizenship and PSHE sessions by adopting the Governments initiative against hate:

educateagainsthate.com

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. The school 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 differences, especially those of a different faith or 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. There is advice promoting basic important British values as part of pupil's spiritual, moral, social and cultural (SMSC) development:

www.gov.uk/government/publications/promotingfundamental-british-values-through-smsc

We will also work with local partners, families and communities in our efforts to challenge extremist views and to assist in the broadening of our pupil's experiences and horizons.

8 Use of External Agencies and Speakers

The Inspire Education Trust encourages the use of external agencies or speakers to enrich the experiences of our pupils; however, we will positively vet those external agencies, individuals or speakers who we engage to provide such learning opportunities or experiences for our pupils. This includes checking the DBS of all external providers viewing material that will be used beforehand and conducting a social media check on such agencies or individuals.

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

The Inspire Education Trust 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 matched to the needs of the pupils
- Activities are carefully evaluated by the school to ensure that 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 develop the critical thinking skills needed to engage in informed debate.

9 Whistleblowing

Where 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 separate Whistleblowing Policy.

10 Recruitment

The arrangements for recruiting all staff, permanent and volunteers, to our school will follow government guidance on safer recruitment best practice in education settings, including, but not limited to, ensuring that DBS checks are always made at the appropriate level, that references are always received and maintain a Single Central 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 school to unduly influence our schools character and ethos. We are aware that such persons 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 school and staff team we will minimise the opportunities for extremist views to prevail.

11 Role of Governing Board

The Governing Board of the Inspire Education Trust 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 Board of the Inspire Education Trust 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, September 2020' the governing body will challenge senior management team on the delivery of this policy and monitor its effectiveness.

Governors will review this policy regularly prior to the start of a new academic year (on an annual basis) but may amend and adopt any amendments outside of this timeframe in accordance with any new legislation or guidance.

12 Standards for Teacher

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 statement, define the behaviour and attitudes that set the required standard for conduct through a teacher's career. Teachers 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' well-being, in accordance with statutory provisions showing tolerance of and respect for the rights of others.
- Not 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 pupil's vulnerability, or might lead them to break the law.

Teachers must have proper and professional regard for the, 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 extremism as articulated in the Prevent Strategy, which was launched in June 2011 and updated 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.

13 Policy Adoption, Monitoring and Review

This Policy was considered and adopted by the Governing Board in line with their overall duty to safeguard and promote the welfare of children as set out in the DfE guidance 'Keeping children Safe in Education' September 2020 And duties as set out in the Counter Terrorism and security Act 2015.

Parents/carers will be issued with a hard copy of this Policy on request. This Policy will also be made available to parents/carers via the specific school website.

Governors will review this policy annually prior to the start of a new academic year but may adopt any amendments outside this timeframe in accordance with any new legislation or guidance.

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

The Dangers of travelling for terrorism (or Forced Marriage or Female Genital Mutilation) are becoming increasingly apparent and concerning. While this guidance refers to children and young people return; there is an absolute desire to stop them travelling wherever possible. School staff must also be alert and refer cases to 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 at Appendix 2 – Notice, Check, Share, which relies on your professional judgement with full support and guidance from your Prevent Working Group. A letter is also available Appendix 4 – which can be sent out to parents/carers supporting children who are travelling/have travelled abroad to specific locations.

If any of the indicators of concern are noted upon return/extremism, risk identified then consideration needs to be given to making a referral, see Appendix 1, to the Channel panel who will suggest appropriate intervention. 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 and Partnership Officer will be contact.

15 Links and supporting documents

Staff training

www.elearning.prevent.homeoffice.gov.uk

Promoting British values as part of pupil's spiritual, moral, social and cultural (SMSC development)

www.gov.uk/government/publications/promotingfundamental-british-values-through-smsc

Advice and resources on internet safety

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/683895/Education_for_a_connected_world_PDF.PDF

Educate Against Hate – A website to equip schools, teachers and parents with information, tools and resources they need to recognise and address extremism and radicalisation.

www.educateagainsthate.com

The Deliberative Classroom: Leading knowledge-based discussions and debate

www.teachingcitizenship.org.uk/deliberative-classroom-topical-debating-resources-and-teacher-guidance

Association and Medway Public Health: Addressing extremism and radicalisation lesson plans

www.pshe-association.org.uk/curriculum-and-resources/resources/addressing-extremism-and-radicalisation-lesson

Act for Youth: Run, Hide, Tell

www.npcc.police.uk/counterterrorism/actforyouth.aspx

Grid for Learning: Counter Extremism Narratives and Conversations

www.counterextremism.lgfl.org.uk/index.html

Families Against Stress and Trauma (FAST)

www.familiesmatter.org.uk

Online safety resources

Exploring critical thinking online

www.childnet.com/resources/trust-me

Content, Contact and Propaganda - PSHE citizenship and digital literacy

www.thinkuknow.co.uk

UK Safer Internet Centre

www.saferinternet.org.uk/advice-centre

360 degree safe. Online safety self-review tool for schools
<https://360safe.org.uk>

Notice/Check/Share Referral Process

Once we know the warning signals that something isn't quite right –
What do we do?

NOTICE

You notice a change or are concerned about a particular behaviour, it's that feeling/niggle you have about someone or something

CHECK

You still have concerns, check your concerns with a colleague/manager/learning mentor/friend/anyone (remember safeguarding and don't give names to someone who is not employed by the school)

SHARE

If you still have a concern share it with the relevant people:
Head of Education, Primary/Headteacher/Learning Mentor
(Add on CPOMS)
(Check and share can sometimes be the same, it depends who you communicate with)

Contact Jas Baghria and/or Alison Quigley

Jas Baghria
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Reviewed by: Michelle Smith October 2021

Next Review Date: October 2023

Approved by Head of Education, Primary:

Signed:

A handwritten signature in black ink that reads "R. Darling". The signature is written in a cursive style with a large loop at the end of the word "Darling".

Rob Darling
Head of Education, Primary