

Alverton Primary School



Prevent Policy

Date Written	November 2016
Reviewed	June 2019
Written By	Martin Higgs / Cathryn Wicks
Next Review Date	June 2020
I confirm that this policy has been reviewed and adopted by the Governing Body of Alverton Primary School.	
Chair of Governors Date	

Alverton School Prevent Policy

Protecting Children from Extremism and Radicalisation

Our Vision

We are committed to ensuring that every student at Alverton Primary School is happy, safe and successful and prepared for life.

Introduction

Alverton Primary School is committed to providing a secure environment for students, where children feel safe and are kept safe. All adults at Alverton Primary 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.

When operating this policy, Alverton Primary School uses the following accepted government definition of extremism, as outlined in the Prevent Strategy 2015, 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 in our school, whether from internal sources (students, staff or governors) or external sources (school community, external agencies or individuals). Our students see Alverton Primary 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 students.

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.

Therefore, at Alverton Primary School we will provide a broad and balanced curriculum, delivered by qualified professionals, so that our students are enriched, understand and become tolerant of difference and diversity and also to ensure that they thrive, feel valued and not marginalised.

Furthermore, at Alverton Primary School we are 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 the internet, and at times students may themselves reflect or display views that may be discriminatory, prejudiced or extremist, including derogatory language.

Any prejudice, discrimination or extremist views, including derogatory language displayed by student or staff will always be challenged and where appropriate dealt with in line with our Behaviour Policy, Child Protection / Safeguarding Policy, Our staff Code of Conduct and Teacher Standards. Where misconduct by a teacher is proven, the matter will be referred to the National College of Teaching and Leadership for their consideration as to whether a Prohibition Order is warranted.

Potential Warning Signs

As part of wider safeguarding responsibilities, Alverton Primary School staff will be alert to:

- Disclosure by students 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 students have not actively sort these out;
- Graffiti symbols, writing or art work promoting extremist messages or images;
- Students accessing extremist materials online, including through social networking sites;
- Parental reports of changes in behaviour, friendship or actions and requests for assistance;
- Local schools, local authority services and police reports of issues affecting students in other schools or settings;
- Students 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 Single Equality Scheme, views based on, but not exclusive to, gender, disability, homophobia, race, colour or culture.
- Attempts to impose extremist views and practices on others;
- Anti-western or anti-British views.

Indicators of vulnerability to radicalisation

Students 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 are able to recognise these vulnerabilities.

Indicator of vulnerability include:

- **Identity Crisis** – the student / pupil is distanced from the 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; 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; events affecting the student / pupil’s country or region of origin may contribute to a sense of grievance that is triggered by personal experience or 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** – this 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 the consequences of their actions and awareness of the motivation of others.

This list is not exhaustive, nor does it mean that all young people experiencing the above are at risk of radicalisation for the purposes of violent extremism.

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;
- Significant changes to appearance and / or behaviour;
- Experiencing a high level of social isolation resulting in issues of identity crisis and / or personal crisis.

Promoting Core British Values

At Alverton Primary School, we have determined “British Values” to be:

- Democracy
- The Rule of Law
- Individual Liberty
- Mutual respect and tolerance of those with different faiths and religions.

As a school we aim to develop and nurture these by:

- A well-structured curriculum including PSHE.
- An effective and well-managed School Council and Parliament enabling students to actively participate in the democratic process.
- Promoting diversity through special curriculum events such as Black History Month.
- A broad and balanced curriculum that addresses many of these core values across a range of subject areas.
- Planning an engaging assembly programme with core ethical values and beliefs at its heart.
- Having a clearly communicated and consistently applied Behaviour Policy so that students understand what is expected of them and the consequences of both meeting and failing to meet these expectations.
- Adopting restorative approaches, where possible, to resolve any difficulties between members of our school community.
- Having a rigorous commitment to student safety (for example: Child Protection / Safeguarding procedures, Health and Safety procedures, Staff Code of Conduct and Teacher Standards).
- Please see our SMSC Provision Map for further details.

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 our school, this will be achieved by good teaching across all subjects. We will also adopt the methods outlined in the Government's guidance *"Teaching approaches that help build resilience to extremism among young people"* (DfE 2011).

We will ensure that all of our teaching approaches help our students build resilience to extremism and give students a positive sense of identity through the development of critical thinking skills. We will ensure that all of our staff are equipped to recognise extremism and are skilled and confident enough to challenge it.

Staff are trained and equipped with strategies to promote British Values. We will be flexible enough to adapt our teaching approaches to address specific issues so as to become even more relevant to the current issues of extremism and radicalisation. In doing so, we will apply the "key ingredients" for success as set out in the table in Appendix 2 and we will apply the methodologies set out in that document following the three broad categories of:

- Making a connection with young people through good teaching and a student-centred approach;
- Facilitating a "safe space" for dialogue;
- Equipping our students with the appropriate skills, knowledge, understanding and awareness for resilience.

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 will achieve this by using a curriculum that includes:

- A SMSC programme that includes PSHE and Citizenship education;
- Open discussion and debate;
- Work on anti-violence and a restorative approach addressed throughout curriculum and the Behaviour policy.

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 students' experiences and horizons.

We will help support students who may be vulnerable to such influences as part of our wider safeguarding responsibilities and where we believe a student is being directly affected by extremist materials or influences we will ensure that the student is offered support. Additionally, in such instances, our school will seek external support from the Local Authority and / or local partnership structures working to prevent extremism.

At Alverton Primary School, we will promote the values of democracy, the rule of law, individual liberty and mutual respect and tolerance for those with different faiths and beliefs. We will teach and encourage students to respect one another and to respect and tolerate difference, especially those of a different faith or no faith. It is indeed our most fundamental responsibility to keep our students safe and prepare them for life in both modern multi-cultural Britain and globally.

Use of External Agencies and Speakers

At Alverton Primary School, we encourage the use of external agencies or speakers to enrich the experiences of our students; however, we will positively vet those external agencies, individuals or speakers who we engage to provide such learning opportunities or experiences for our students.

These external agencies will be vetted 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 school's values and ethos. We must be aware that in some instances the work of external agencies may not directly be connected with the rest of the school curriculum so we need to ensure that this work is of benefit to students.

Our school will 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;
- Any messages do not seek to glorify criminal activity or violent extremism or seek to radicalise students through extreme or narrow views of faith, religion or culture or other ideologies;
- Activities are properly embedded in the curriculum and clearly mapped to any schemes of work used to avoid contradictory messages or duplication;
- Activities are matched to the needs of students.

We recognise, however, that the ethos of our school is to encourage students 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.

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

Response

Our school, like all others, is required to identify a Prevent Single Point of Contact (SPOC) who will be the lead within the organisation for safeguarding in relation to protecting individuals from radicalisation and involvement in terrorism. Their responsibilities are detailed below.

Staff at Alverton Primary School will be alert to the fact that 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. For example, this could be due to a child displaying risky behaviours in terms of the activities they are involved in or the groups they are associated with or staff may be aware of information about a child's family that may equally place a child at risk of harm.

Therefore, all adults working at Alverton Primary School (including visiting staff, volunteers, contractors etc) are required to report instances where they believe a child may be at risk of

harm or neglect to a Child Protection or the Headteacher immediately, following the procedures outlined in our Child Protection / Safeguarding Policy.

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

The Single Point of Contact (SPOC) is Martin Higgs who is responsible for:

1. Ensuring that staff of the school are aware that you are the SPOC in relation to protecting students from radicalisation and involvement in terrorism;
2. Maintaining and applying a good understanding of the relevant guidance in relation to preventing students from becoming involved in terrorism, and protecting them from radicalisation by those who support terrorism or forms of extremism which lead to terrorism;
3. Raising awareness about the role and responsibilities of Alverton Primary School in relation to protecting students from radicalisation and involvement in terrorism;
4. Monitoring the effect in practice of the school's Religious Education curriculum and assembly programme to ensure that they are used to promote community cohesion and tolerance of different faiths and beliefs;
5. Raising awareness within the school about the safeguarding processes relating to protecting students from radicalisation and involvement in terrorism;
6. Acting as the first point of contact within the school for case discussions relating to students who may be at risk of radicalisation or involved in terrorism;
7. Sharing any relevant additional information in a timely manner.

However in the absence of the SPOC staff can contact any of the **Additional Child Protection Officers**. These are:

- Cathryn Wicks
- Helen Hughes
- Kate Hall
- Claire O'Rourke
- Amy Clemens
- Mandy O'Neill
- John Dawe
- Yesmin Daylak

In the event any member of staff becomes aware of a concern outside of normal school hours and is unable to contact the SPOC, Headteacher or additional Child Protection Officers then the following options can be used:

You can contact your **local police force** or dial **101** (the non-emergency number). They can talk to you in confidence about your concerns and help you gain access to support and advice.

The **Channel Police Coordinator** for Devon and Cornwall Police is **Detective Inspector Sam Norman** who can be contacted prevent@devonandcornwall.pnn.police.uk

Cornwall Prevent Lead is **Steve Rowell** who can be contacted steve.rowell@cornwall.gcsx.gov.uk or prevent@cornwall.gov.uk

The **Department for Education** has **dedicated a telephone helpline (020 7340 7264)** to enable staff and governors to raise concerns relating to extremism directly.

Concerns can also be raised by email to counter.extremism@education.gsi.gov.uk

Please note that the helpline is not intended for use in emergency situations, such as a child being at immediate risk of harm or a security incident, in which case the normal emergency procedures should be followed.

Risk reduction

The school governors, the Headteacher and the Senior Child Protection Officer and SPOC will assess the level of risk within the school and put actions in place to reduce that risk.

Risk assessment may include consideration of the school's curriculum, key policies (including Behaviour and Online Safety), the assembly programme, visiting speakers, the use of school premises by external agencies, and any other issues specific to the school's community and ethos. **The risk assessment for 2019-2020 can be viewed in Appendix 1.**

The school will screen staff, visitors and volunteers to ensure that they will not deliver messages of extremism or radicalisation.

This risk assessment will be reviewed as part of the annual report to governors.

Whistleblowing

Where there are concerns that the school is not acting on or dealing with incidents of extremism or radicalisation – students, staff and governors will be encouraged to make use of our internal systems to Whistleblow or raise any issue in confidence.

They must inform the Headteacher straight away (or if it relates to the Headteacher inform the Chair of Governors).

Role of Governing Body

The Governing Body of our School will undertake appropriate training 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, 2016' the governing body will challenge the school's senior leadership team on the delivery of this policy and monitor its effectiveness.

Preventing Radicalisation forms part of our Child Protection Policy and this section can be found below.

From the Child Protection / Safeguarding Policy (January 2019)

6.2 Extremism / Radicalisation / PREVENT

Extremism:

Extremism goes beyond terrorism and includes people who target the vulnerable – including the young- by seeking to sow division between communities on the basis of race, faith or denomination: justify discrimination towards women and girls: persuade others that minorities

are inferior; or argue against the primacy of democracy and the rule of law in society -----
(Working Together July 2018)

Alverton School will ensure ALL staff including governors adhere to their duties in the Prevent guidance 2015 to prevent radicalization.

The HT/Principal and Chair of Governors will:

- *Establish or use existing mechanisms for understanding the risk of extremism*
- *Ensure staff understand the risk and build capabilities to deal with issues arising*
- *Communicate the importance of the duty*
- *Ensure **All** Staff and Governors implement the duty.*

School staff receive training to help to identify signs of extremism. Opportunities are provided in the curriculum to enable pupils to discuss issues of religion, ethnicity and culture and the school follows the DfE advice [Promoting fundamental British Values as part of SMCS](#) (spiritual, moral, social and cultural education) in Schools (2014).

Ensure the risks of Radicalisation are referred to within all relevant policies including visitors anti bullying and e-safety.

Alverton School will respond to any concern about Extremism/ Radicalisation/Prevent as a Safeguarding concern and will report in the usual way using local safeguarding procedures. We will seek to work in partnership, undertaking risk assessments where appropriate and proportionate to risk, building our children's resilience to radicalisation.

When reviewing our PREVENT duties we would consider the guidance contained on the Safer Cornwall website (link below).

<http://safercornwall.co.uk/preventing-crime/preventing-violent-extremism/>

What can we do to help our children understand these issues and help protect them?

- *Provide a safe space for them to debate controversial issues.*
- *Help them to build resilience and the critical thinking they need to be able to challenge extremist arguments.*
- *Give them confidence to explore different perspectives, question, and challenge.*

*The school is committed to providing effective filtering systems and this will include monitoring the activities of children when on-line in the school. We follow the guidance set out in Annex C (KCSIE September 2018) Please refer to Alverton School **Online Safety** policy.*

All staff in the first instance should contact the SPOC (Single Point of Contact) within the school, Martin Higgs, with any concerns.

Additional Contact Details

Concerns can be discussed with the Prevent Lead for Cornwall:

Steve Rowell email: prevent@cornwall.gov.uk

MARU can also be contacted for advice: 0300 1231 116

Emergency Out of Hours Tel No: 01208 251300

If immediate and serious concerns, call the police on 999.

Review

Governors will review this policy and risk assessment annually. However, safeguarding data and any key incidents are discussed with governors at each committee meeting.

Related Documents

- Sections 175 and 157 of the Education Act 2001, implemented June 2004
- Working Together to Safeguard Children (2019)
- What to do if you are Worried a Child is Being Abused; Advice for Practitioners (March 2015)
- Keeping Children Safe in Education (September 2018)
- The Counter-Terrorism and Security Act (2015)
- Prevent Duty (2015)
- Alverton Primary School Prevent Self-Assessment

Linked Policies

- Child Protection / Safeguarding
- Behaviour (including Anti-Bullying)
- Health and Safety
- Sex and Relationships Education
- Equal Opportunities
- Online Safety
- Curriculum
- Whistleblowing
- British Values Statement

Appendix 1: Alverton Primary School Prevent Duty Risk Assessment 2019 - 2020

Hazard	Risk Rating	Who is at risk?	List of existing strategies	Identified additional precautions needed and date for completion
Students being drawn into terrorism.	Low	All students are potentially at risk but Alverton Primary School know how to identify specific students who might be at risk.	All staff, including temporary and volunteers are subject to an Enhanced DBS check and are recorded on the Single Central Record.	Ensure that the school provides Online Safety workshops for parents and additional resources through the school website to highlight potential dangers online, including those from extremist ideologies.
Students being exposed to extremist content online.	Low in school but medium at home.	These include those students with: Identity crisis – the student is distanced from their cultural / religious heritage and experiences discomfort about their place in society;	Safer Recruitment procedures followed. Every interview panel contains a person trained in Safer Recruitment. Staff have completed a workshop to raise awareness of Prevent (WRAP).	
Students being drawn into far-right ideologies.	Low	Personal crisis – the student may be experiencing family tensions; a sense of isolation; 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; events affecting the	All staff must wear a photo ID badge at all times on the school site. All visitors must sign in at reception and wear a Visitor (or Supply or Governor as appropriate) badge. All visitors must be met by a member of staff, unless sanctioned by the Headteacher / Deputy Head. A member of staff accompanies all visitors to the school, particularly those leading assemblies or small group sessions. Preventing radicalisation and extremist views guidance is covered in the Preventing Radicalisation and Extremism Policy. The school's policy for vetting / screening speaker requests is well-known by staff.	

		<p>student'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.</p> <p>Unmet aspirations – the student may have perceptions of injustice; a feeling of failure; rejection of civic life.</p> <p>Experiences of Criminality – this may include involvement with criminal groups or imprisonment.</p> <p>Special Educational Need – students may experience difficulties with social interaction, empathy with others, understanding the consequences of their actions and awareness of the motivations of others.</p>	<p>Warning signs and procedures for dealing with suspected incidents are covered in the above policy and the Child Protection / Safeguarding Policy.</p> <p>All staff undergo safeguarding training that covers radicalisation and extremism and receive regular updates.</p> <p>Alverton Primary School has nine Level 3 qualified Safeguarding Officers (including a DSL and Deputy DSL) who are fully trained in safeguarding procedures and working together with external agencies. We also have a designated Safeguarding governor who is also trained to Level 3.</p> <p>Core British Values are actively promoted throughout the school through our broad and balanced curriculum, our PSHE / SMSC programme and our assemblies.</p> <p>Our Behaviour policy (including Anti-Bullying) clearly outlines the actions taken to deal with discriminatory, racist, homophobic and faith-based incidents.</p> <p>The PSHE programme supports children to adopt strategies to keep themselves safe.</p> <p>The Acceptable Use policy for all adults and children in the school has been updated.</p> <p>Alverton Primary School's computer network is filtered by NCI and Netsweeper so as to ensure children are not exposed to inappropriate materials (in this case access to extremist ideas).</p>	
--	--	--	--	--

Appendix 2: “Key Ingredients” for successful teaching in the context of “push” and “pull” factors.

Push Factors	Key Ingredients	Pull Factors
<p>Factors that push an individual / make an individual vulnerable to extremist messages.</p> <ul style="list-style-type: none"> ▪ Lack of excitement; frustration. ▪ Lack of sense of achievement – seen as a significant “lack of purpose” / confidence in the future or life goals. ▪ Lack of an outlet for views. ▪ Gaps in knowledge or understanding of Islam (both young people and their parents). ▪ Sense of injustice. ▪ Actual or perceived humiliating experiences (including bullying or racial discrimination) as well as perceived humiliating experiences. May be closely linked to a sense of injustice. ▪ Exclusion – lack of belonging to peer or community networks, associations etc. ▪ Below the line factors that are out of the scope of this study. 	<p>Teacher confidence</p> <p>In many cases, it will be the use of existing teaching skills and methods which may well be the most effective approach. It has been found that staff who are more confident in their abilities tend to perform much better even though they have not received specialist training.</p> <p>Teaching attitudes and behaviours</p> <ul style="list-style-type: none"> ▪ Willingness to admit you don’t know. ▪ Acknowledging controversial issues exist. ▪ Awareness that you have a role to play. ▪ Willingness to turn to others for help when you don’t know about something. <p>Specific Knowledge</p> <ul style="list-style-type: none"> ▪ Understanding other cultures and religions as well as alternative values and beliefs (whilst being careful to avoid “othering”). ▪ Knowledge of an alternative values framework. <p>Teaching practice / pedagogy</p> <ul style="list-style-type: none"> ▪ Boosting critical thinking (seeing through propaganda, singular messages etc). ▪ Helping to see multiple perspectives. ▪ Using multiple resources / methods. ▪ Embedding or sustaining dialogue following specialist interventions. ▪ Enabling students to tackle different issues. ▪ Linking school work to the wider community. ▪ Drawing evidence from across the curriculum. ▪ Developing in young people a sense of multiple identities. Help young people become aware of, and comfortable with, multiple identity. 	<p>Factors that draw young people into extremist messages.</p> <ul style="list-style-type: none"> ▪ Charismatic / confident individuals (recruiters). ▪ Network / sense of belonging. ▪ Broader community views that enable or do not oppose extremism. ▪ Persuasive, clear messages. ▪ Exploiting knowledge gaps.
<p>Disaffection with wider societal issues.</p> <p>Disruptive home life.</p>	<p>Other factors.</p> <p>Support from senior leaders.</p> <p>Pupil support processes.</p>	<p>Sense of dignity and importance and loyalty.</p> <p>Exciting (non-teaching) activities.</p> <p>Sense of purpose in life.</p>