White Spire School

PREVENT Policy

Written by:	M Bartle
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Contents

1. **KEY CONTACTS in school/setting**

Name	Role	Contact details
Headteacher	Finlay Douglas	01908 373266
Chair of governing body	Neil Griffiths	01908 373266
Designated safeguarding lead (DSL)	Michelle Bartle	01908 373266
Out of hours contact for DSL	Michelle Bartle	
Deputy DSL	Finlay Douglas	01908 373266
Other members of the safeguarding team (DSLs')	Sophie Lunnon Sally Seminerio	01908 373266
Prevent lead	Michelle Bartle	01908 373266
Child sexual exploitation lead	Michelle Bartle	01908 373266
Looked after/previously lead	Michelle Bartle	01908 373266
Mental health lead	Michelle Bartle	01908 373266
Chair of governing body	Neil Griffiths	01908 373266
Designated governor for safeguarding	Tanya Stevens	01908 373266
Designated governor for mental health and well being	Tanya Stevens	01908 373266
Safer recruitment governor	Ernie Thomas	01908 373266

2. Introduction

Protecting children from the risk of radicalisation should be seen as part of schools' wider safeguarding duties, and is similar in nature to protecting children from other harms (e.g. drugs, gangs, neglect, sexual exploitation), whether these come from within their family or are the product of outside influences (PREVENT 2015).

This policy is to be read in conjunction with:

- Child protection policy
- Keeping Children Safe in Education, Dfe, 2021
- Exclusions Policy
- Positive Handling and Restraint Policy
- E-Safety Policy
- Anti-bullying Policy

3. The Prevent strategy

• responds to the ideological challenge we face from terrorism and aspects of extremism, and the threat we face from those who promote these views
• provides practical help to prevent people from being drawn into terrorism and ensure they are given appropriate advice and support
• works with a wide range of sectors (including education, criminal justice, faith, charities, online and health) where there are risks of radicalisation that need to be dealt with.

The strategy covers all forms of terrorism, including far right extremism and some aspects of non-violent extremism.

4. Key Terms

• Extremism is the vocal or active opposition to our fundamental values, including democracy, the rule of law, individual liberty and the mutual respect and tolerance of different faiths and beliefs. This also includes calling for the death of members of the armed forces.

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• Radicalisation refers to the process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups.
• Terrorismis an action that endangers or causes serious violence to a person/people; causes serious damage to property; or seriously interferes or disrupts an electronic system. The use or threat must be designed to influence the government or to intimidate the public and is made for the purpose of advancing a political, religious or ideological cause

KCSIC (Sept 2021)

5. The Prevent duty

White Spire School are subject to a duty under section 26 of the Counter-Terrorism and Security Act 2015 (the CTSA 2015), in the exercise of their functions, to have "due regard to the need to prevent people from being drawn into terrorism" (KCSIE 2021).

6. Extremism

Extremist organisations can develop and popularise ideas which create an environment conducive to violent extremism and terrorism.

"In assessing the drivers of and pathways to radicalisation, the line between extremism and terrorism is often blurred. Terrorist groups of all kinds very often draw upon ideologies which have been developed, disseminated and popularised by extremist organisations that appear to be non-violent (such as groups which neither use violence nor specifically and openly endorse its use by others)". [Prevent Strategy 5.34]

"Terrorist groups can take up and exploit ideas which have been developed and sometimes popularised by extremist organisations which operate legally in this country. This has significant implications for the scope of our Prevent strategy. Evidence also suggests that some (but by no means all) of those who have been radicalised in the UK had previously participated in extremist organisations" (Prevent Strategy - opening summary to chapter 5)

7. Importance of discussing

Education can be a powerful tool, equipping young people with the knowledge, skills and reflex to think for themselves, to challenge and to debate; and giving young people the opportunity to learn about different cultures and faiths and, to gain an understanding of the values we share. Exploring ideas, developing a sense of identity and forming views are a normal part of growing up.

We, as a school, can support young people in this: providing a safe environment for discussing controversial issues and helping young people understand how they can influence and participate in decision-making. We need to encourage young people to express their views but also to appreciate the impact their views can have on others, to take responsibility for their actions and to understand that the use of violence to further any cause is criminal. "We believe that schools of all kinds can play a role in enabling young people to explore issues like terrorism and the wider use of violence in a considered and informed way. According to a survey by the UK Youth Parliament in August 2008, 94% of young people said they thought schools were the best environment in which to discuss terrorism. Schools can facilitate understanding of wider issues within the context of learning about the values on which our society is founded and our system of democratic government. These are important for reasons which go far beyond Prevent but they connect to the Prevent agenda" (Prevent Strategy).

We also need to recognise that, young people can be exposed to extremist influences or prejudiced views, particular those via the internet and other social media. "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 children from harm and to ensure that they are taught in a way that is consistent with the law and our values. Awareness of Prevent and the risks it is intended to address are both vital. Staff can help to identify, and to refer to the relevant agencies, children whose behaviour suggests that they are being drawn into terrorism or extremism" (Prevent Strategy).

We work with other local partners, families and communities, to help support pupils who may be vulnerable as part of their safeguarding responsibilities.

Extremism affects individuals and communities and can be a catalyst for alienation and disaffection, potentially leading to violence. There is a need to

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empower learners to come together, with their families and the wider community, to expose extremism to critical scrutiny and reject violence and intolerance in whatever forms they take.

We have a duty to promote community cohesion. We give learners the opportunity to learn about different cultures and faiths and to debate shared values, so as to enable them to become involved in decision-making about important and real issues.

We aim to:

• raise awareness;
• provide information;
• enable learners to make a positive contribution; and
• safeguard young people. Values and leadership strategies underpin the ethos of the school to plays a positive role model in preventing extremism.

These should be developed, understood and shared by leaders at all levels in the school; Governors, the senior leadership team and all staff and then made explicit to pupils, parents and the community served by the school.

Possible school actions:

• Providing opportunities to respect, value and celebrate the diversity and inclusion of all students and the school community
• Creating opportunities to present, value and respect British Values, Equality and Community Cohesion
• Reviewing curriculum and pupil participation and safeguarding processes
• Developing critical personal thinking skills and using curriculum opportunities including small group work
• Implementing social and emotional aspects of learning
• Exploring and promoting diversity and shared values between and within communities
• Challenging Islamophobia, anti-Semitism and other prejudices
• Supporting those at risk of being isolated
• Building ties with all local communities, seeking opportunities for linking with other schools

• Using 'Safe to learn' anti-bullying strategies to minimise hate and prejudice based bullying • Using restorative approaches to repair harm caused

We aim to build ties with all local communities, seeking opportunities for linking with other schools. This promotes a shared culture of openness and pluralism in the school and with the wider community, regardless of the specific status, location or faith affiliation of the school.

8. Leadership & Management

The school leadership and management are effective because we:
• focus on the leadership, values and ethos of the school;
• focus on learning, teaching and the curriculum;
• focus on learner support processes;
• focus on the management of risks and responding to events;
• focus on the relationship between the school and its community; and
• focus on the evaluation of the progress being made.

9. Curriculum

The curriculum focuses directly on the learning, teaching and curriculum aspects of a whole school approach. It is important, however, to see the connections between the learning, teaching and curriculum elements and the other dimensions of a whole school approach including community cohesion.

10. Learning, teaching and the curriculum

In approaching the issues outlined above through an entry point of learning, teaching and the curriculum therefore requires some thought to be given to teacher style. A curriculum and pedagogy for learners to support them in achieving the goals outlined above could include:
• promoting knowledge, skills and understanding to build the resilience of learners;
• exploring controversial issues;
• recognising local needs;
• challenging extremist narratives;

- promoting universal rights;
- promoting critical analysis; and
- promoting pro-social values.

We already do a number of things to contribute to these goals such as helping learners develop knowledge of PSHCE, religion, history, geography, being critically aware of the role of different media and knowledge of current affairs. We also help learners develop the skills to critically evaluate controversial issues. We provide safe places for learners and they provide opportunities for learners to meet people from backgrounds other than their own. The cross-curricular dimensions of the curriculum – media and technology, the global dimension and sustainable development and identity and cultural diversity - can also be taken into account. These can also address relevant skills development including helping learners become independent enquirers and effective participators.

11. Teaching controversial issues

Effectively tackling controversial issues can help learners challenge the perceptions and misconceptions of their own and others'. To do this classroom practices include:
- developing questioning techniques to open up safe debate;
- building confidence to promote honesty about a plurality of views;
- ensuring freedom of expression and freedom from threat;
- debating fundamental moral and human rights principles;
- promoting open respectful dialogue; and
- affirming multiple identities.

Working in partnership At White Spire School we are committed to protecting our pupils from radicalisation through a process of early intervention. All staff are encouraged to raise any concerns they might have about a child with the designated safeguarding lead. The safeguarding lead will then assess the situation and seek guidance. We work in partnership with external agencies which include MASH (Milton Keynes Safeguarding Board). CHANNEL and Thames Valley Police (PreventReferrals@thamesvalley.pnn.police.uk), counter.extremism@education.gov.uk or the Telephone 020 7340 7264.

12. Social Media

There is increasingly widespread recognition that terrorist and extremist organisations are utilising the Internet and Social Media for the radicalisation and grooming of Young People. See E-Safety policy

13. Useful Information

Colleagues should e-mail: WRAP@homeoffice.x.gsi.gov.uk for details of training available in their area.

Local contacts can be found using: Equality Contact Telephone 01908 254628
equalities@miltonkeynes.gov.uk

Civic Offices
1 Saxon Gate East
Milton Keynes
MK9 3EJ

Crimestoppers 0800 555 111 Anonymous
Anti-Terrorist Hotline 0800 789 321
For imminent threats contact the Police on 999 Children's Social Care Services
01908 253169

https://educateagainsthate.com/