



Prevent Policy

This policy forms part of our School's commitment to keeping children safe. Since the "Education and Inspections Act 2006", schools have a duty to promote community cohesion.

Over the last few years, global events have led to a growth in extremist viewpoints, including advocacy of violent extremism. In March 2015, new statutory duties were placed on schools by the Counter Terrorism and Security Act (2015) which requires them to work to prevent children being drawn into extremism.

Safeguarding children from all risks of harm is a key element of the school's responsibility, and protecting from extremism is one aspect of that. Schools have an important part to play in both educating children and young people about extremism and recognizing when children are at risk of becoming radicalised.

It must also be recognised that parents could be drawn into extremism which may lead to children being placed at risk.

We have a duty to prepare our children for life in modern Britain and to keep them safe. All staff are expected to uphold and promote the fundamental principles of British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs.

An important part of the Prevent Strategy at Barnes Infant Academy is the ethos and culture of the school. Evidence shows that children with low self-esteem can be more vulnerable to radicalisation. The ethos of the school and the work it carries out to promote self-belief and self-confidence alongside the promotion of independent thought is crucial in protecting against radicalisation.

Aims

The main aims of this policy statement are to ensure that staff and governors are vigilant for the signs of radicalisation, that they overcome professional disbelief that such issues "will not happen here" and ensure that we work alongside other professional bodies and agencies to ensure that our children are safe from harm.

Objectives

1. All Governors, teachers, practitioners, teaching assistants and non-teaching staff will have an understanding of what radicalisation and extremism are and why we need to be vigilant in school.
2. All governors, teachers, practitioners, teaching assistants and non-teaching staff will know what the school policy is on anti-radicalisation and extremism and will follow the policy when issues arise.
3. The school will ensure this policy is available to the wider school community through its website and in hard copy from the school office on request.

Definitions

Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism leading to terrorism.

Extremism is defined by the Government in the 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. We also include in our definition of extremism calls for the death of members of our armed forces, whether in this country or overseas.

Extremism is defined by the Crown Prosecution Service as:

- Encourage, justify or glorify terrorist violence in furtherance of particular beliefs;
- Seek to provoke others to terrorist acts;
- Encourage other serious criminal activity or seek to provoke others to serious criminal acts; or
- Foster hatred which might lead to inter-community violence in the UK.

British Values include:

- Democracy
- The rule of law
- Individual liberty
- Mutual respect
- Tolerance of those with different faiths and beliefs.

At Barnes Infant Academy there is a clear whole school approach to British Values. This approach is co-ordinated by specified staff and all staff receive training and updates relating to the Prevent strategy.

Children/adults 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 those vulnerabilities.

Indicators of Vulnerability

There are no known definitive indicators which display that a young person/adult is vulnerable to radicalisation; however there are factors to consider:

- Identity Crisis – the child/adult is distanced from their cultural/religious heritage and experiences discomfort about their place in society; a person may feel they do not “belong”;
- Personal Crisis – the child may be experiencing family tensions; a sense of isolation; and 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 child’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 child/adult 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 – child/adult may experience difficulties with social interaction, empathy with others, understanding the consequences of their actions and awareness of the motivations of others.

Recognising Extremism

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.

Early indicators of radicalisation or extremism may include:

- Showing sympathy for extremist causes;
- Glorifying violent, especially to other faiths or cultures;
- Making remarks or comments about being at extremist events or rallies outside school (but there are also very powerful narratives, programmes and networks that young people can come across online so particular individuals/groups may not become apparent);
- Evidence of possessing illegal or extremist literature;
- Advocating messages similar to illegal organisations or other extremist groups;
- Out of character changes in dress, behavior and peer relationships;
- Secretive behavior;
- Online searches or sharing extremist messages or social profiles;
- Intolerance of difference, including faith, culture, gender, race of sexuality;
- Graffiti art work or writing that displays extremist themes;
- Attempts to impose extremist views on practices on others

- Verbalising anti-Western or anti-British views of extreme right-wing views;
- Advocating violence towards others.

Procedure for Referrals

Staff are reminded to suspend any professional disbelief that incidents of radicalisation “could not happen here”. Any concerns need to be referred to the Designated Lead for Child Protection or Deputy Designated Lead for Child Protection.

Role of the Curriculum

We are committed to ensuring that our children are offered a broad and balanced curriculum that aims to prepare them for life in modern Britain. We encourage our children to be inquisitive and curious learners who are open to new experiences and are tolerant of others. Our values support the development of children as reflective learners within a safe, respectful and tolerant learning environment. Thinking for yourself, having your own ideas is explicitly valued in school. The concept of personal responsibility and ownership of actions is taught and addressed throughout school – that your decisions are your own, that you do not just do what someone else tells you to.

Through our curriculum, children are encouraged to share their views and recognise that they are entitled to have their own different beliefs which should not be used to influence others. Our PSHE and SMSC provision is embedded across the curriculum, and underpins the ethos of the school.

Children are taught how to stay safe when using the internet and encouraged to recognise that people are not always who they say they are online. Information is shared with parents to support them in keeping children safe online. They are taught to seek adult help if they are upset or concerned about anything they read to see on the internet. The internet provides children and young people with access to a wide-range of content, some of which is harmful. Extremists use the internet including social media, to share their messages. The filtering systems used in our school report inappropriate content, including extremist material, but children are regularly reminded to report inappropriate content that may access through the school’s filter so the matter can be addressed.

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 children’s experiences and horizons. We will help support children who may be vulnerable to such influences as part of our wider safeguarding responsibilities. Additionally in such instances our school will seek external support from Regional Police and/or local partnership structures working to prevent extremism.

Staff Training

All staff have received initial training in Prevent, both on-line and face to face. Through training opportunities/staff meetings in school, we will ensure that staff members are fully aware of the threats, risks and vulnerabilities that are linked to radicalisation and are aware of the process of radicalisation and how this might be identified early on. This information will also form part of our safeguarding training.

Safer Recruitment

We ensure our recruitment processes are rigorous, in line with statutory requirements, best practice guidance and the school's Safer Recruitment Policy. These processes include the use of the DBS checks on all employees, governors and regular volunteers.

Visitors to School

Contractors are required to sign documentation in advance of having access to school. LA contractors and university placement students are vetted by the LA/University, visiting speakers are required to work to a pre-agreed mandate and, if at any time, the supervising staff consider the input inappropriate they are to take immediate action.

Links to Other Policies

This Policy links to the following policies:

- Child Protection;
- Safeguarding;
- On-line Safety;
- Whistleblowing;
- Equal Opportunities;
- Anti-bullying;
- PHSE;
- Our British Values Policy;
- Staff Behaviour Policy.

Statutory Duties

The duty to prevent children and young people radicalised is set out in the following documents:

- Counter Terrorism and Security Act (2015)
- Keeping Children Safe in Education (2021)
- Prevent Duty Guidance (2015)
- Working Together to Safeguard Children (2018)

Non-Statutory Guidance

- Promoting fundamental British Values as part of the SMSC in schools: Departmental advice for maintained schools (DfE 2014).

Government Guidance "Teaching approaches that help build resilience to extremism among young people" (DfE 2011)

