

FERNDALE PRIMARY AND NURSERY SCHOOL



Prevent Policy

Ratified by Governing Body: February 2024

Reviewed Date: October 2023

Next Review Date: February 2025

Rationale:

Ferndale Primary School is fully committed to safeguarding and promoting the welfare of all its pupils. As a school we recognise that safeguarding against radicalisation is no different from safeguarding against any other vulnerability. 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.

This policy forms part of Ferndale Primary School's commitment to keeping children safe and has been developed in accordance with the principles established by:

- The Children Acts 1989 and 2004
- Education Act 2002
- The Framework for the Assessment of Children in Need and their Families
- What to do if You are Worried a Child is Being Abused
- Keeping Children Safe in Education (most recent version).

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

- Counter Terrorism and Security Act 2015
- Prevent Duty Guidance 2023
- Working Together to Safeguard Children 2023

Aims:

The main aims of this policy statement are to ensure that staff are fully engaged in being vigilant about 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 pupils are safe from harm.

The principal aims are that:

- All Staff and Governors will have an understanding of what radicalisation and extremism are and why we need to be vigilant in school
- All Staff and Governors will know what the school policy is on anti-radicalisation and extremism and will follow the policy when issues arise
- All parents and pupils will know that the school has policies in place to keep pupils safe from harm and that the school regularly reviews its systems to ensure they are appropriate and effective.

We aim to protect children from extremism and radicalisation by:

- teaching the children about British Values
- preparing children for life in modern Britain.

Safeguarding children from all risks of harm is a key element of our school's responsibility, and protecting children from extremism and radicalisation is one aspect of that. We recognise that schools have an important part to play in both educating children about extremism and in

recognising when children are at risk of becoming radicalised. We ensure that staff are vigilant for signs of radicalisation and that they overcome professional disbelief that such issues 'will not happen here'. We work alongside other professional bodies and agencies to ensure that our children are safe from harm.

At Ferndale Primary School we recognise that we have a duty to prepare children for life in modern Britain and to keep them safe. All staff and visitors 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.

Definitions:

Radicalisation refers to the process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups.

Extremism is defined 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.

Links to other policies:

This policy should be read in conjunction with the following school policies and procedures:

- Safeguarding and Child protection
- E Safety
- Whistleblowing
- Behaviour
- Equal opportunities
- Anti-bullying
- PSHE, Curriculum
- Staff Code of Conduct, including Guidance for Safer Working Practices for Those Working with Children and Young People in Education Settings.

Practice:

Our school vision of 'being happy, safe and secure and achieving the best in all we do' permeates all we do. We actively promote and teach British Values through PSHE lessons, within curriculum areas and through the ethos of the school. At Ferndale Primary School we work hard to broaden our children's experiences in order to prepare them for life and work in modern Britain. We teach them to respect and value the diversity around them as well as understand how to make safe, well-considered and informed choices.

We are committed to ensuring that our pupils are offered a curriculum that is both broad and balanced and that reflects our local, national and international context. We encourage our pupils to be inquisitive learners who are open to new experiences and are tolerant of others. Our values support the development of pupils as reflective learners within a safe, respectful and tolerant learning environment.

Through our curriculum, pupils 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.

Reporting Concerns:

Staff are trained to be vigilant for spotting signs of extremist views and behaviours and to always report anything which may suggest a child or adult is expressing opinions which may cause concern.

Managing Referrals:

Although serious incidents involving radicalisation have not occurred at Ferndale Primary School to date, it is important for us to be vigilant and fully informed about issues that affect the local and wider area. Staff are reminded to refer any concerns to the Designated Safeguarding Lead (DSL), Mrs Becky Nolan (Head Teacher) or Miss Lilli Viney or Mrs Caroline Rouse, Deputy Designated Safeguarding Leads (DDSL), in her absence.

We believe that it is possible to intervene to protect people who are vulnerable. Early intervention is vital and staff must be aware of the established processes for front line professionals to refer concerns about individuals and/or groups. We must have the confidence to challenge, the confidence to intervene and ensure that we have strong safeguarding practices based on the most up-to-date guidance and best practice.

When a concern is raised the DSL / DDSL must refer any child/ren at risk of being radicalised or drawn into extremist behaviour to contact Swindon (01793464646) in all instances. In addition, the DSL / DDSL will refer concerns to the Local Authority Channel Referral and Intervention processes.

Swindon

There are several ways you can seek advice:

- Speak to your designated safeguarding lead (if applicable)
- Call the local Prevent team on 01380 826454
- Call 101 and state you would like some advice regarding a Prevent concern
- If you see or hear something that could be terrorist related call the anti-terrorist hotline on 0800 789 321
- If you require urgent police assistance dial 999

To make a referral:

Email: PreventReferrals@wiltshire.police.uk

Wiltshire Police

You can also call the national police Prevent advice line 0800 011 3764, in confidence, to share your concerns with our specially trained officers.

If, after initial assessments have been completed, it is believed that the person is suitable for support through the Channel* process, support packages and intervention will be put into place.

*Channel is a key element of the Prevent strategy. It is a process for safeguarding individuals by assessing their vulnerability to being drawn into terrorism. Channel is a programme of early intervention to protect and divert people away from the risk they may face of being drawn into any terrorist-related activity. Please see Prevent risk assessment for further information.

Raising Awareness and Staff Training:

We ensure staff and governors are aware of how to identify and respond to risks to children from extreme or radical views. Through INSET opportunities in school, we ensure our staff 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.

We provide awareness training as part of the Child Protection update training for staff. All members of staff access Level 1 Child Protection training at least every two years with regular termly update training provided every year. Volunteers received Child Protection information and training before starting work in school.

Safer recruitment:

We ensure our recruitment processes are rigorous, in line with statutory requirements, and based upon best practice by following Local Authority guidance which is, in turn, based on the statutory guidance published in the most recent version of Keeping Children Safe in Education. These processes include taking up references and the use of the DBS checks on all employees, governors and regular volunteers.

We vet all visitors carefully and will take firm action if any individual or group is perceived to be attempting to influence members of the school community, either physically or through electronic communication. We apply this practice to individuals and groups who may wish to let school facilities.

Curriculum Support

Our curriculum promotes respect, tolerance and diversity. We are committed to ensuring that our pupils are offered a broad and balanced curriculum that aims to prepare them for life in modern Britain. 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 (Personal, Social and Health Education), Citizenship and SMSC (Spiritual, Moral, Social and Cultural) provision is embedded across the curriculum, and underpins the ethos of the school. Teaching the schools' core values alongside the fundamental British values supports quality teaching and learning, whilst making a positive contribution to the development of a fair, just and civil society. Children are regularly taught about how to stay safe when using the Internet and are encouraged to recognise that people are not always who they say they are online. They are taught to seek adult help if they are upset or concerned about anything they read or see on the Internet.

We teach children the British Values beyond the curriculum via assemblies (weekly British Values focus), fundraising initiatives, celebrating national and international events e.g., Black History Month, World Religion Day, through sessions led by visitors such as the police and Stay Safe initiative, and during circle times in response to local, national or international events or crises.

Online Safety

Ferndale Primary School recognises its duty to protect our children from indoctrination into any form of extremist ideology which may lead to the harm of self or others. This is particularly important because of the open access to electronic information through the internet. We safeguard children through educating them about the appropriate use of social media and the dangers of downloading and sharing inappropriate material which is illegal under the Counter-Terrorism Act. Pupils 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. They are taught to seek adult help if they are upset or concerned about anything they read or 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, managed by South West Grid for Learning (SWGfL), block inappropriate content, including extremist material, but pupils are regularly reminded to report any inappropriate material that may get through the school's filter so the matter can be addressed.

Our lead Filtering and Monitoring senior leader is Mrs Beccy Nolan, supported by our link governor and IT support provider, GHS.

Signs of Vulnerability

There are a number of signs that together increase the risk of vulnerability to radicalisation. These include:

- Being in possession of extremist literature
- Extremist influences
- Victim or witness to race or hate crimes
- Global or national events
- Religious conversion
- Continual refusal to conform
- Underachievement
- Poverty
- Social exclusion
- Traumatic events
- Change in behaviour
- Conflict with family over lifestyle
- Confused identity
- 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
- Change in language being used
- 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, behaviour and peer relationships including being angry, withdrawn, fixated on a subject, asking inappropriate questions, depressed
- 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.

Useful Websites

- Home Office's Prevent e-learning <https://www.elearning.prevent.homeoffice.gov.uk/> This offers an introduction to the Prevent duty, and explains how it aims to safeguard vulnerable people from being radicalised to supporting terrorism or becoming terrorists themselves. It addresses all forms of terrorism and non-violent extremism. This package has been designed for those in the education sector with case studies that focus on pupils; school and college environments; and means for sharing concerns within an educational setting.

- Other training resources aimed at parents, teachers and school governors/leaders with links to other resources are available on the Educate Against Hate website <http://educateagainsthate.com>
- Trust Me: Childnet has created a resource designed to support teachers in exploring critical thinking online. The 'Trust Me' resource <http://www.childnet.com/resources/trust-me> has been created with teachers in mind after hearing from schools that they wanted a resource which would start the conversations around extremism and extreme online content. It has a primary pack and a secondary pack with lesson plans and activities to empower teachers and young people to discuss themes around Content, Contact and Propaganda. It is ideal for PSHE citizenship and digital literacy with application across the curriculum www.childnet.com/resources/trust-me
- CEOP Thinkuknow: The CEOP Thinkuknow website has lots of resources for all ages, including cyber-bullying, relationships, sex and the internet www.thinkuknow.co.uk
- The UK Safer Internet Centre has tips, advice, guides and resources for parents, carers, teachers and other professionals on how to help keep children and young people safe online <https://www.saferinternet.org.uk/advice-centre>
- Extreme Measures is an article that explores the dangers to children's wellbeing posed by political extremists on social media and outlines the steps schools can take to protect students from indoctrination online http://www.leadermagazine.co.uk/articles/extreme_measures/
- Home Office Approved Resources in the Prevent Training Catalogue <https://www.gov.uk/government/publications/prevent-duty-catalogue-of-training-courses> . Many of the training resources are free, such as e-learning courses. This catalogue has been produced by the Home Office to highlight some of the training courses to help individuals covered by the requirements of the Prevent Duty. The courses within this catalogue aim to support frontline staff in increasing their understanding and awareness of radicalisation and how it can be prevented.