

Richmond Hill Primary Academy

PREVENT Policy

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Adopted by Governing Body:	
Signed/Dated by Chair:	
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1. PURPOSE & AIMS

Richmond Hill Primary Academy is fully committed to safeguarding and promoting the welfare of all its pupils. We recognise that safeguarding against radicalisation and extremism is no different to safeguarding against any other vulnerability in today's society.

Our school fully recognises the contribution it can make to promoting the welfare of children and protecting them from harm. This policy sets out our strategies and procedures to protect vulnerable pupils from being radicalised or exposed to extremist views. The elements of our policy are prevention, protection and support.

At Richmond Hill Primary Academy, we will ensure that:

- All staff, volunteers and Directors have an understanding of what radicalisation and extremism is and why we need to be vigilant in school.
- Through training, staff, volunteers and Directors will know what the Academy policy is on tackling extremism and radicalisation and how to respond when concerns arise.
- Through our curriculum, we will promote the spiritual, moral, social and cultural development of pupils.
- Parents/carers and pupils will know that the Academy has policies in place to keep pupils safe from harm and that the school regularly reviews these systems to ensure they are appropriate and effective.

This policy applies to all pupils, staff, parents, Directors, volunteers and visitors.

A glossary of related terms and indicators of vulnerability to extremism can be found in Appendices 1 & 2 of this policy.

2. ROLES AND RESPONSIBILITIES

It is the responsibility of every member of staff, volunteer and regular visitor to our school to ensure that they carry out the requirements of this policy and, at all times, work in a way that will safeguard and promote the welfare of all of the pupils at this school.

The Directors of Richmond Hill Primary Academy are accountable for ensuring the effectiveness of this policy and our compliance with it. They will ensure that:

- This policy is reviewed annually alongside our Safeguarding & Child Protection Policy.
- All staff undertake appropriate training that equips them with the skills to identify and respond appropriately to concerns regarding extremism and radicalisation.
- The Designated Safeguarding Lead will assess the risk of pupils being drawn into extremist views. The risk assessment may include consideration of the school's curriculum, the use of school premises by external agencies and any other local issues relating to the school community.
- A broad curriculum is in place to deliver the spiritual, moral, social and cultural development of pupils. At Richmond Hill Primary we have developed a Prevent and E-safety Scheme of Work which is delivered to pupils every half term. Prevent assemblies are also a regular occurrence which is evidenced in children's topic books.

- Appropriate safeguarding arrangements are in place by working in partnership with other agencies and communities as required.
- There are systems in place for keeping pupils safe from extremist material when accessing the internet in our school by using effective filtering and usage policies.

The Designated Safeguarding Lead (DSL) will carry out their role in accordance with the responsibilities outlined in 'Keeping Children Safe in Education'. As part of this responsibility, the DSL will act as the point of contact within our school for any concerns relating to radicalisation and extremism. The DSL is Prevent WRAP 3 Trained and has delivered this to all staff within the Academy.

The DSL will make referrals in accordance with The Channel Programme procedures where appropriate and will represent our school at Channel meetings as required.

The DSL is responsible for ensuring that all staff members and volunteers are aware of our policy and the procedures they need to follow. They will ensure that all staff have received appropriate training.

3. TRAINING

Through training, we will ensure that all of our staff are made fully aware of the threats, risks and vulnerabilities that are linked to radicalisation. Staff will be able to identify children and/or families at risk of being drawn into extremism and develop the confidence to challenge extremist ideas in a safe environment, particularly through PSHCE lessons. All staff will understand how we can provide support to ensure that our pupils are resilient and supported to resist involvement in radical or extreme activities.

Our Directors also undertake appropriate training to ensure they are able to carry out their duty to safeguard all of the children at our school.

4. THE ROLE OF THE CURRICULUM

At Richmond Hill Primary we provide pupils with a broad and balanced curriculum and promote the spiritual, moral, social and cultural (SMSC) development of our pupils. Pupils will be encouraged to regard people of all faiths, races and cultures with respect and tolerance.

Through our curriculum we will aim to:

- enable pupils to develop their self-knowledge, self-esteem and self confidence;
- enable pupils to distinguish right from wrong and to respect the civil and criminal law of England;
- encourage pupils to accept responsibility for their behaviour, show initiative, and to understand how they can contribute positively to the lives of those living and working in the locality of the school and to society more widely;
- further tolerance and harmony between different cultural traditions by enabling pupils to acquire an appreciation of and respect for their own and other cultures;
- encourage respect for other people;
- encourage respect for democracy and support for participation in the democratic processes, including respect for the basis on which the law is made and applied in England.

We will achieve this through circle time and small group work particularly in the EYFS, moving towards more formal lessons in KS1 and KS2 through our bespoke Prevent and E-safety Scheme of Work which feeds into our Prevent themed assemblies.

5. VISITORS AND THE USE OF SCHOOL PREMISES

At Richmond Hill Primary we recognise the role that external agencies and speakers can play in enhancing the learning experiences of our pupils for example, the school nursing team and police officers. Where we use external agencies and individuals in this way, we will positively vet them to ensure that their messages are consistent with, and not in opposition to, the school's values and ethos.

Our school 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 defined to avoid contradictory messages or duplication;
- Activities are matched to the needs of pupils;
- Activities are carefully evaluated by schools to ensure that they are effective.

6. PROCEDURES FOR MANAGING CONCERNS

Richmond Hill Primary Academy adheres to the procedures that have been agreed locally through the Doncaster Children's Safeguarding Board for safeguarding individuals vulnerable to extremism and radicalisation. Please also refer to our Safeguarding & Child Protection Policy for further information about our wider safeguarding responsibilities.

We recognise that staff at our school play a particularly important role as they are in a position to identify concerns early and provide help for children to prevent concerns from escalating. All staff are advised to maintain an attitude of 'it could happen here' where safeguarding is concerned and this includes vulnerability to radicalisation.

At all times we will work in partnership and endeavour to establish effective working relationships with parents, carers and colleagues from other agencies in line with Working Together to Safeguard Children (2015).

The Designated Safeguarding Lead (DSL) should be used as a first point of contact for any safeguarding concerns in our school. Any member of staff or visitor to the school who receives a disclosure of or suspects that a child or family member is at risk of radicalisation must report it immediately to the DSL or, if unavailable, to the alternate designated person. In the absence of either of the above, the matter should be brought to the attention of the most senior member of staff.

Following receipt of any information raising concern about vulnerability to radicalisation, the DSL will consider what action to take and will follow the Doncaster Channel procedures by making a referral via the MASH (Multi Agency Safeguarding Hub) as required. All information and actions taken, including the reasons for any decisions made, will be fully documented.

Concerns can be raised with the police.

If an allegation is made or information is received about an adult who works in our setting which indicates that they may be unsuitable to work with children because of concerns relating to extremism and radicalisation, the member of staff receiving the information should inform the Principal/Chair of Governors/LADO immediately in line with the procedures outlined in our Safeguarding Policy and the Whistleblowing Policy.

7. RELEVANT POLICIES

To underpin the values and ethos of our school and our intent to ensure that pupils at our school are appropriately safeguarded, the following policies should be read in conjunction with this policy:

- Safeguarding/Child Protection Policy
- Anti-Bullying
- Equalities
- E-safety
- Health and Safety including site security
- Whistle-blowing

8. STATUTORY FRAMEWORK 8.1 This policy has been devised in accordance with the following legislation and local and national guidance:

- Doncaster Channel Procedures
- The Counter-Terrorism & Security Act 2015
- 'Prevent Duty Guidance: for England & Wales', HM Government (2015)
- 'Promoting fundamental British values as part of SMSC in schools: Departmental advice for maintained schools', DfE (2014)
- 'Keeping Children Safe in Education', DfE (2016)
- 'Working Together to Safeguard Children: A guide to inter-agency working to safeguard and promote the welfare of children', DfE (2017)
- 'Information Sharing: Advice for practitioners', DfE (March 2015)

Appendix 1: Glossary of Terms

'Extremism' is defined in the 2011 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.

‘Non-violent extremism’ is extremism, as defined above, which is not accompanied by violence.

‘Prevention’ in the context of the Prevent duty means reducing or eliminating the risk of individuals becoming involved in terrorism. Prevent includes but is not confined to the identification and referral of those at risk of being drawn into terrorism into appropriate interventions. These interventions aim to divert vulnerable people from radicalisation.

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

The current UK definition of ‘terrorism’ is given in the Terrorism Act 2000 (TACT 2000). In summary this defines terrorism as 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.

‘Terrorist-related offences’ are those (such as murder) which are not offences in terrorist legislation, but which are judged to be committed in relation to terrorism.

‘Vulnerability’ describes the condition of being capable of being injured; difficult to defend; open to moral or ideological attack. Within Prevent, the word describes factors and characteristics associated with being susceptible to radicalisation.

Appendix 2: Warning Signs/Indicators of Concern

Taken from Prevent Duty Guidance: England & Wales, HM Government 2015 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 vital that school staff are able to recognise those vulnerabilities. However, 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.

Factors which may make pupils more vulnerable may include:

- Identity Crisis: the pupil is distanced from their cultural/religious heritage and experiences discomfort about their place in society.
- Personal Crisis: the 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 and events affecting the 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 pupil may have perceptions of injustice; a feeling of failure; rejection of civic life.
- Experiences of Criminality: involvement with criminal groups, imprisonment, poor resettlement or reintegration.
- Special Educational Need: pupils may experience difficulties with social interaction, empathy with others, understanding the consequences of their actions and awareness of the motivations of others.

Pupils who are vulnerable to radicalisation may also be experiencing:

- Substance and alcohol misuse
- Peer pressure
- Influence from older people or via the Internet
- Bullying
- Domestic violence
- Race/hate crime behaviours which may indicate a child is at risk of being radicalised or exposed to extremist views could include:
- Being in contact with extremist recruiters and/or spending increasing time in the company of other suspected extremists;
- Loss of interest in other friends and activities not associated with the extremist ideology, group or cause;
- Pupils accessing extremist material online, including through social networking sites;
- Possessing or accessing materials or symbols associated with an extremist cause;
- Using extremist narratives and a global ideology to explain personal disadvantage;
- Pupils voicing opinions drawn from extremist ideologies and narratives, this may include justifying the use of violence to solve societal issues;
- Graffiti symbols, writing or art work promoting extremist messages or images;
- Significant changes to appearance and/or behaviour increasingly centred on an extremist ideology, group or cause;
- Changing their style of dress or personal appearance to accord with the group;
- Attempts to recruit others to the group/cause;
- Using insulting to derogatory names for another group;
- Increase in prejudice-related incidents committed by that person – these may include:
- physical or verbal assault
- provocative behaviour

- damage to property
- derogatory name calling
- possession of prejudice-related materials
- prejudice related ridicule or name calling
- inappropriate forms of address
- refusal to co-operate
- attempts to recruit to prejudice-related organisations
- condoning or supporting violence towards others.
- Parental reports of changes in behaviour, friendship or actions and requests for assistance;
 - Partner schools, local authority services, and police reports of issues affecting pupils in other schools.

PREVENT

Useful Contacts

Prevent Tragedies

A UK Police and partner's initiative to help prevent people getting drawn into violent extremism and terrorism.

Website: www.preventtragedies.co.uk

North East CTU

Public facing website detailing the work of the North East CTU which includes advice and information.

Website: www.northeastctu.police.uk

National Website to report online material promoting terrorism or extremism.

Website: www.gov.uk/report-terrorism

Information on and reporting of |Online Abuse – National Crime Agency

Website: www.ceop.police.uk

ChildLine (NSPCC)

Confidential Hotline 0800 1111

Online contact via <https://www.childline.org.uk/get-support/1-2-1-counsellor-chat/>

Website: www.childline.org.uk/info-advice/your-feelings/anxiety-stress-panic/worries-about-the-world

Confidential Anti-Terrorist Hotline

0800 789 321

Educate Against Hate

The Education Against Hate website gives parents, teachers and school leaders practical advice on protecting children from extremism and radicalisation.

Website: <http://educateagainsthate.com>

My Former Life

My Former Life is an educational workshop aimed at helping its audiences understand the causes, effects and consequences of violent extremism.

Website: www.myformerlife.org

Safer giving advice for Syria

Advice for the public and charities that want to support humanitarian work in Syria.

Website: www.gov.uk/government/news/safer-giving-advice-for-syria

Let's Talk About It

The Let's Talk About It website provides information enabling people to learn more about Prevent with an aim to safeguard those who may be vulnerable to radicalisation.

Website: www.ltai.info

Prevent for Further Education and Training

Providers from across the sector will find resources here to support them in adopting the Prevent Duty.

Website: www.preventforfeandtraining.org.uk

JAN Trust

JAN Trust is a multi-award winning charity empowering and providing leadership for women in order to create positive and active citizens of society.

Website: www.jantrust.org

FAST – Families Against Stress and Trauma

FAST is a UK based organisation that was created to help families affected by a loved one travelling to Syria and Iraq.

Website: www.familiesmatter.org.uk

Inspire

Inspire is a counter-extremism and human rights organisation which seeks to address inequalities facing British Muslim women.

Website: www.wewillinspire.com

Safer Internet

Find e-safety tips, advice and resources to help children and young people stay safe on the internet.

Website: saferinternet.org.uk

Get Safe Online

Website providing information on online safety. This resource provides advice on how to protect yourself, your computers and mobile devices and your business against fraud, identity theft, viruses and many other problems encountered online.

Website: www.getsafeonline.org

Digital Disruption

Digital Disruption is a specialist education project that develops and distributes the tools and training to improve young people's digital literacy and fluency. They call this critical digital judgement skills. It also equips educators with the skills and resources they need, yet often lack, to effectively teach digital judgement in the classroom.

Website: www.digitaldisruption.co.uk

Keywords for Online Safety Support

Linked to Prevent Material

aq

al qaeda

al-qaeda

al qa'eda

al qaida

al qa'ida

al-qaida

al zaraqawi
ansar al islam
ansar al sharia
al khansa brigade
al khansaa
al shabaab
al muhajiroun
al-nusra front
anthrax
anti semitism
ansar dine
anwar al awlaki
aqap
attack
awlaki
ayman al zawahiri
aryan Strikeforce
azzam brigades
babbar khalsa
beheading
behead
bki
blister agent
blood and Honour
blow up
boko haram
bomb
combat 18
dabiq
da'esh
daesh
david lane
david laine
dirty bomb
execution
fgm
hamas
hate cleric
hate preacher
hezbollah
hizb ut tahrir
HuT
ied

improvised explosive device
inspire
iran
isis
isil
islamic state
iswap
islamic state west africa province
iraq
islamist
islamic jihad union
isyf
jabhat al-nusra
jamaa al islamiyya
jabhat fateh al sham
jihad
jihadist
Jihadi bride
jihadi
jemaah islamiyah
khalistan
KKK
ku klux klan
holocaust
lashkar e taiba
martyr
martyrdom
national action
national front
nazi
nusra front
ricin
sarin
terrorism
toxic
shaheed
suicide bomb
suicide bomber
suicide bombing
terrorism
terrorist
perdiga
tehrik-i-taliban

ugus

you only die once

yodo

zarqawi

zawahiri

14 words

88 manifesto