Prevent Policy

Approved by:	G.A. Hussain (Headteacher)
Policy reviewed:	March 2021
Next review date:	September 2023

INTRODUCTION

The threat to the UK from international terrorism is substantial. The terrorist threats that we now face are more diverse than ever before, dispersed across a wider geographical area and often in countries without effective governance. We therefore face an unpredictable situation! Dealing with violent extremism is nothing new. Throughout history there have been groups prepared to use violence to achieve their aims. A small minority of these seek to radicalise young people with an ideology which justifies the use of violence through a distorted interpretation of a set of values (often associated with a religion). In line with guidance from the Department for Education (DfE), Read Academy has a zero tolerance acceptance of extremist behaviour and ensures that our care, guidance and curriculum empowers young people to reject violent or extremist behaviour. Whilst it remains very rare for school age children to become involved in extremist activity, young people can be exposed to extremist influences or prejudiced views, including via the internet, from an early age. Early intervention is a preferable way of tackling extremism.

Principles

The Counter-Terrorism and Security Act (July 2015) requires the proprietors of schools to "have due regard, in the exercise of their functions, to prevent people from being drawn into terrorism". This is known as the 'Prevent Duty'. This policy has therefore been developed in accordance with the principles established by the Counter-Terrorism and Security Act July (2015) and also the Children Acts 1989 and 2004; the Education Act 2002, and in line with government publications „Prevent Duty Guidance: for England and Wales" (March 2015), „The Prevent Duty: Departmental Advice for schools and childminders" (June 2015), „The Use of Social Media for on-line radicalisation" (July 2015), „Working Together to Safeguard Children" (March 2015), Revised Safeguarding Statutory Guidance 2 „Framework for the Assessment of Children in Need and their Families"(2000) and „What to do if you are worried a Child is being Abused"(2003).

The guidance also reflects, „Keeping Children Safe in Education" (July 2015) and our responsibilities with regard to the Prevent Strategy. This policy should be read in conjunction with the School"s Safeguarding (Child Protection) Policy and Prevent Duty should be seen as part of our existing safeguarding framework.

DEFINITION Extremism can be defined as "holding of extreme opinions: the holding of extreme political or religious views or the taking of extreme actions on the basis of those views".

STRATEGIES FOR PREVENTING EXTREMISM

The Office for Security & Counter Terrorism works to counter the threat from terrorism and their work is detailed in the counter terrorism strategy CONTEST. This strategy is based on four areas of work:

• Pursue To stop terrorist attacks

• Prevent To stop people becoming terrorists or supporting terrorism

• Protect To strengthen our protection against a terrorist attack

• Prepare To mitigate the impact of a terrorist attack.

Our role, as a school, is outlined more specifically in the DCSF document 'Learning together to be safe: A toolkit to help schools contribute to the prevention of violent extremism.'

AIMS at Read Academy

We follow the principles outlined in the DCSF toolkit which seeks to:

• Raise awareness within school of the threat from violent extremist groups and the risks for young people.

• Provide information about what can cause violent extremism, about preventative actions taking place locally and nationally and where we can get additional information and advice.

• Help schools understand the positive contribution they can make to empower young people to create communities that are more resilient to extremism, and protecting the wellbeing of particular pupils or groups who may be vulnerable to being drawn into violent extremist activity.

• Provide advice on managing risks and responding to incidents locally, nationally or internationally that might have an impact on the school community. The school will use these principles to guide our work in all areas including building on our work in:

• Promoting Every Child Matters (ECM) outcomes for all pupils

• Promoting pupil wellbeing, equalities and community cohesion

• Building the resilience of the school, working with partners, to prevent pupils becoming the victims or causes of harm

• Working with other agencies and parents to build community networks of support for the school.

• To ensure all staff understand the risks of radicalisation within our School and how this risk may change from time to time.

• To ensure staff are aware of the Prevent Strategy and are able to protect children and young people who are vulnerable or may be at risk of being radicalised.

Whilst following the Prevent Strategy the School also maintains its mission for diversity to be a core part of all that it does. The School places a strong emphasis on the common values that all communities share such as self-respect, empathy, humility, understanding, tolerance and the sanctity of life. Pupils are taught to respect and value diversity as well as understanding how to make safe, well-considered decisions.

Prevent Leads

Gulam Abbas Hussain – Designated Safeguarding Lead (DSL) - Head Teacher

Hanila Ali Syed - Deputy Designated Safeguarding Lead (DSL) – Deputy Headteacher

Vulnerability to radicalisation or extreme view points from the internet

The School recognises its duty to protect our pupils from indoctrination into any form of extreme ideology which may lead to the harm of self or others. This is particularly important because of the electronic information available through the internet. The School will therefore aim to do the following:

• Educate pupils on the appropriate use of social media and the dangers of downloading and sharing inappropriate material including that which is illegal under the CounterTerrorism Act.

• Ensure that pupils are unable to access any inappropriate internet sites whilst using the school computers / laptops through the use of appropriate filtering, firewalls and security settings.

• Educate pupils through lessons and assemblies on the concepts of radicalisation and extreme ideology.

• Inform pupils on the importance of Internet Safety both through the ICT curriculum and PHSE education.

Visitors to the School

 In order to safeguard pupils from visitors to the School who may have extreme or radical views the School will:

• Ensure all visitors to the School are carefully vetted and take immediate action if any individual or group is perceived to be attempting to influence members of the School community, either physically or electronically.

• "Open source" check any organisations which wish to have relationships with the School, particularly those in the voluntary sector.

Staff Training

In order to fulfil the requirements of the Prevent Duty the School will:

• Ensure the Designated Safeguarding Lead (DSL) undertakes Prevent awareness training and is able to provide advice and support to other members of staff on protecting children from the risk of radicalisation.

• Ensure staff are trained to be vigilant in spotting signs of extremist views and behaviours and that they always report anything to the DSL which may suggest a pupil, another staff member or a visitor is expressing opinions which may cause concern. Staff should follow the usual reporting procedures as for any other safeguarding concern as laid out in the School's Safeguarding (Child Protection) Policy.

• Ensure staff understand the importance of monitoring pupil absences and promptly address concerns about irregular absence with parents and / or carers.

• Ensure staff are aware of how to identify and respond to risks to children from extreme or radical views.

Curriculum

Read Academy ensures its pupils are offered a broad and balanced curriculum delivered by skilled teachers that aims to prepare them for life, encouraging them to be inquisitive learners who are enriched, understand and become tolerant of difference and diversity, whilst also ensuring that they thrive, feel valued and are not marginalized.

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.

Personal, Social, Health and Citizenship lessons are an effective way of providing pupils with time to explore sensitive or controversial issues, and equipping them with the knowledge and skills to understand and manage difficult situations. However, Read Academy ensures that embedded within the curriculum are opportunities for pupils to build resilience to extremism and enabling them to develop a positive sense of identity through the development of critical thinking skills.

Read Academy values freedom of speech and the expression of beliefs / ideology as fundamental rights underpinning society's values. Pupils regularly participate in discussion, with speaking and listening being embedded in all subjects. Pupils and teachers speak freely and voice their opinions. However, there is an understanding that freedom comes with responsibility and free speech that is designed to manipulate the vulnerable or that leads to violence and harm of others goes against the moral principles in which freedom of speech is valued.

Curriculum content includes:

• 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

The school promotes Schemes of Work that provide opportunities for pupils to engage in issues that raise awareness. For example, in myths and legends provide opportunities to discuss the motives behind death and killing alongside compassion and empathy whilst in Geography pupils explore migration and the movement of people around the world. In the Early Years Department the statutory framework for the Early Years Foundation Stage sets standards for learning, development and care for children from 0-5, thereby assisting their personal, social and emotional development and understanding of the world.

Risk Assessments

The DSL is responsible for carrying out regular risk assessments to assess the risks of pupils being drawn into terrorism, including support for extremist ideas which are part of terrorist ideology. The DSL will also use regular risk assessments to demonstrate his / her understanding of the risks and how to identify pupils who may be at risk of radicalisation.

Hiring & Lettings

Any organisations or individuals wishing to hire the School will be "open source" checked to confirm that they do not have any extreme or radical views. This requirement will also be included in any Letting Agreements.

Managing Referrals & Working in Partnership

Any pupil who is deemed to be at risk of being radicalised or extremism will be referred by the DSL as appropriate through the Local Authority Channel Referral and Intervention processes. The School

will then work in partnership with the relevant agencies to seek advice, support and guidance drawing on multi-agency expertise, to support pupils at risk of harm.

Monitoring & Review

It is the responsibility of the Head Teacher to ensure the implementation of this policy and to review it every two years or when necessary.

POLICY APPROVED BY:
Headteacher: **SDL Chair:**
Mr G A Hussain   **Mr Sameer Abbas**

Policy Reviewed: March 2021
Next Review Date: Sept 2023