

Aspire Academy Trust



Tackling Extremism – Prevent Policy

Date: November 2018
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Review Date: December 2021

Preventing Terrorism & Extremism – The *Prevent* Duty

Contacts: - See individual Websites for Names

Each Academy/School has– Single Point of Contact/Designated Safeguarding Lead (Head of School) & Deputising Designated Safeguarding Lead

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If immediate and serious concern call '999'

Prevent is part of the country's counter terrorism strategy.

Its aim is "to stop people becoming terrorists or supporting terrorism." (HM Government *Prevent* Duty Guidance for England and Wales, 2015)

This is broken down into 3 areas:

- Responding to the ideological challenge of terrorism and the threat we face from those who promote it.
- Protecting vulnerable people from being drawn into terrorism and ensuring that they are given appropriate support.
- Working with sectors and institutions (such as education and schools) where there are risks of radicalisation which need to be addressed.

Delivery of *Prevent* is a legal requirement under the Counter Terrorism and Security Act 2015.

In practice this means that schools must demonstrate that:

- they are protecting children and young people from extremist/terrorist ideology
- visiting speakers at schools are appropriate and supervised
- they ensure the premises are not used to disseminate extremist views
- they have appropriate policies and filters for the use of IT

The school will ensure that its staff and Hub Councillors have an understanding of their *Prevent* duty, are able to recognise vulnerability and know how to make a referral where necessary. They can be called upon to assist with the assessment of the risk of children being drawn into terrorism as part of their *Prevent* duty.

'...it is essential that staff are able to identify children who may be vulnerable to radicalisation and know what to do when they are identified. Protecting children from the risk of radicalisation should be seen as part of the 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 their family or are the product of outside influences.'

(DfE: The Prevent Duty)

The *Prevent* Duty: what it means for schools and childcare providers.

The statutory guidance summarises the requirements in terms of four general themes:

Risk assessment – Schools and childcare providers are expected to assess the risk of children being drawn into terrorism, including support for extremist ideas that are part of terrorist ideology. This means being able to demonstrate both a general understanding of the risks affecting children and young people in the area and a specific understanding of how to identify individual children who may be at risk of radicalisation and what to do to support them. Our staff will use their professional judgement in identifying children who might be at risk of radicalisation and act proportionately. As with any other safeguarding issue, the staff must take action when they observe behaviour of concern. The school has clear procedures in place for protecting children and has incorporated the duty to prevent the radicalisation of children into our existing [Child Protection and Safeguarding Policy](#). Our school staff have undertaken training so that they understand when it is appropriate to make a referral to the **Channel** programme. Channel is a programme which focuses on providing support at an early stage to people who are identified as being vulnerable to being drawn into terrorism. It provides a mechanism for schools to make referrals if they are concerned that an individual might be vulnerable to radicalisation.

Working in partnership – The *Prevent* duty builds on existing partnership arrangements. **Local Safeguarding Children Boards (LSCBs)** are responsible for co-ordinating what is done by local agencies for the purposes of safeguarding and promoting the welfare of children in their local area. Local authorities are vital to all aspects of *Prevent* work. The Cornwall Council Prevent Lead Officer has been funded by the Home Office to provide advice and support to schools on implementing the duty. Having effective arrangements with you, the child/young person's parents or family, is also important as you are in a key position to spot signs of radicalisation. We will assist and advise families who raise concerns as best we can, pointing them in the direction of appropriate support mechanisms.

Staff training – It is expected that all staff have received *Prevent* awareness training, and who can then provide advice and support to visitors on protecting children from the risk of radicalisation.



Each Designated Safeguarding Lead has undertaken **WRAP (Workshop Raising Awareness of Prevent)** training as endorsed by Safer Cornwall, the Association of Chief Police Officers and the Home Office (9/10/15).

Sally Olford is our Trusts recognised **Single Point of Contact (SPoC)**. In her absence, Lin Howard will deputise as the Trusts Single Point of Contact.

All teaching staff have completed the on-line Prevent training module. (Through Educare)

IT policies – All schools have a duty to ensure that children are safe from terrorist and extremist material when accessing the internet in schools. We have suitable filtering in place to reduce the likelihood of such an occurrence.

More generally, schools have an important role to play in equipping children and young people to stay safe on-line, both in school and outside. Internet safety is integral to our ICT curriculum and also embedded within our PSHE curriculum. Our staff are aware of the risks posed by the online activity of extremist and terrorist groups, as they are with other online risks of harm, and have a duty to take action where they believe the well-being of any pupil is being compromised.

Building children's resilience to radicalisation – Schools can build pupils' resilience to radicalisation by providing a safe environment for debating controversial issues and helping them to understand how they can influence and participate in decision-making. Schools are already expected to promote the spiritual, social and cultural development of pupils and, within this, British values.

Our Personal, Social and Health Education (PSHE) programme is used to teach pupils to recognise and manage risk, make safer choices, and recognise when pressure from others threatens their personal safety and wellbeing. We assist children in developing effective ways of resisting peer pressure, including knowing when, where and how to get help. Our school ethos encourages the children to develop greater resilience, determination, self-esteem and confidence which we see as positive character traits.

We also help the children to understand, and aspire to become, a good citizen – having the knowledge, skills and understanding to prepare them to play a full and active part in society.

We aim to enable the children to explore political and socially issues critically, to weigh evidence, to debate, and to make reasoned arguments. We teach the children about democracy, government and how laws are made and upheld. Our pupils are taught about the diverse national, regional and religious and ethnic identities on the United Kingdom and the need for mutual respect and understanding.



'Schools and childcare providers can also build pupils' resilience to radicalisation by promoting fundamental British values and enabling them to challenge extremist views... For early years childcare providers, the statutory framework for the Early Years Foundation Stage sets standards for learning, development and care for children 0-5, thereby assisting their personal, social and emotional development and understanding of the world.' (DfE: *The Prevent Duty*)

Promoting Fundamental British values as part of Spiritual, Moral, Social and Cultural Education in Schools –

As part of a broad and balanced curriculum, schools have been required for some time to promote the spiritual, moral, cultural, mental and physical development of pupils at the school ([section 78 of the Education Act 2002](#)). There is now an additional expectation that schools actively promote fundamental British values.

Fundamental British values:

- democracy
- the rule of law
- individual liberty
- mutual respect and tolerance of those with different faiths and beliefs

Actively promoting the values means challenging opinions or behaviours in school that are contrary to fundamental British values.

Through our provision of PSHE we:

- 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 laws 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 society more widely;
- enable pupils to develop a broad general knowledge of and respect for public institutions and services in England;
- further tolerance and harmony between different cultural traditions by enabling students to acquire an appreciation of and respect for their own and other cultures;
- encourage respect for other people; and
- encourage respect for democracy and support for participation in the democratic processes, including respect for the basis on which law is made and applied in England.

As a result of teaching British values pupils are expected to have the understanding and knowledge listed below:

- an understanding of how citizens can influence decision-making through the democratic processes;

- an appreciation that living under the rule of law protects individual citizens and is essential for their wellbeing and safety;
- an understanding that there is a separation of power between the executive and the judiciary, and that while some public bodies such as the police and the army can be held to account through Parliament, others such as the courts maintain independence;
- an understanding that the freedom to choose and hold other faiths and beliefs is protected in law;
- an acceptance that other people having different faiths or beliefs to oneself (or having none) should be accepted and tolerated, and should not be the cause of prejudicial or discriminatory behaviour; and
- an understanding of the importance of identifying and combating discrimination.

What we do:

Democracy and the Rule of Law –

We include in our curriculum, as appropriate for the age of pupils, information about democracy and the democratic rights of those living in this country (contrasting democracy in modern day Britain with other political systems in other countries and at other times throughout history). For example, the importance of laws (or rules) whether they govern the class, the school or the country are consistently reinforced through regular school days and whole school assemblies. Our pupils are taught about the importance of laws, that they govern and protect us, the rights and responsibilities of individuals and the consequences when laws are broken. E.g Our Year 6 pupils experience a London Residential experience which takes in a tour of the Houses of Parliament and provides the children with the opportunity to consider how the country is governed and laws are made and enforced. (n.b Not applicable to all Aspire Schools)

- We ensure that the pupils within the school have a voice that is listened to and demonstrate how democracy works by actively promoting democratic processes. For example, we have elections so that the children can choose their House Captains and School Council representatives, we hold regular School Council meetings to hear the views and suggestions of the pupils and we have an annual Pupil Questionnaire alongside our Parent Questionnaire to better understand the views of our pupils. Some have academies have a School Council which has its own constitution and budget, and elects two members to represent the school in meetings (n.b Not applicable to all Aspire Schools)
- We use teaching resources from a wide variety of sources to help pupils understand a range of faiths.

Individual Liberty –

- Within school, the pupils are actively encouraged to make choices, knowing that they are in a safe and supportive environment. As a school we educate and provide boundaries for our pupils to make choices safely, through provision of a safe environment

and empowering education. Pupils are encouraged to know, understand and exercise their rights and personal freedoms and advised how to exercise these safely, for example, through our E-safety and PSHE lessons.

Mutual Respect –

- We help our pupils to understand that their actions have an effect on their own rights and those of others. All members of our Academy Trust treat each other with courtesy and respect.

Tolerance of those of different faiths and beliefs –

- Where an Academy is situated in an area of Cornwall which is not greatly culturally diverse, therefore, we place high importance on promoting diversity with the children, for example, assemblies often include stories and celebrations from a variety of faiths and cultures.
- We plan visitors within the school year to help extend the children's experience of other cultures and religions.

At all Aspire academies will actively challenge pupils, staff, parents or visitors who express opinions contrary to fundamental British values, including 'extremist' views.

Associated documents:

- Department for Education: The Prevent Duty – Departmental advice for schools and childcare providers (June 2015)
- Department for Education: Promoting fundamental British values as part of SMSC in schools – Departmental advice for maintained schools (November 2014)
- HM Government: *Prevent* Duty Guidance for England and Wales
- Working Together to Safeguard Children
- Keeping Children Safe in Education September 2018
- Academy Name Primary School Child Protection and Safeguarding Policy
- Academy Name Primary School e-safety Policy
- Academy Name Primary School Personal, Social, Health and Economic Education Policy