

PREVENT POLICY



1. Introduction

Grangetown Primary School is committed to providing a safe and secure environment for all.

The current threat from terrorism in the United Kingdom may include the exploitation of children, young people or vulnerable people, in order to involve them in terrorism or in activity in support of extremism and terrorism. Since 2010, when the Government published the Prevent Strategy, there has been an awareness of the specific need to safeguard children, young people and families from violent extremism. This Policy draws upon the guidance contained in the 'Prevent Strategy, 2011' and DfE Guidance: 'Keeping Children Safe in Education' (July 2015).

2. Definitions

Radicalisation: a process by which an individual or group comes to adopt increasingly extreme political, social, or religious ideals and aspirations that reject or undermine the status quo or reject and/or undermine contemporary ideas and expressions of freedom of choice.

Extremism: holding extreme political or religious views; fanaticism.

3. Responsibilities of Staff

Protecting children from the risk of radicalisation is part of the school's wider safeguarding duties. Staff will be alert to changes in children's behaviour which could indicate that they may be in need of help or protection. Staff will use their professional judgement to identify children who may be at risk of radicalisation and act appropriately – which may include making a referral to the Channel programme. In protecting out children, Grangetown Primary School will work with the Local Children's Safeguarding Board as necessary.

Any prejudice, discrimination or extremist views, including derogatory language, displayed by students, staff, visitors, parents or carers will always be challenged and where appropriate dealt with e.g. through reporting or referring to the appropriate authorities such as the Channel Panel, Police, Children's Services etc

Where misconduct by a teacher is proven the matter will be referred to the National College for Teaching and Leadership for their consideration as to whether to a Prohibition Order is warranted.

As part of wider safeguarding responsibilities school staff will be alert to:

- Disclosures by students of their exposure to extremist actions, views or materials outside of school, such as in their homes or community groups; especially where students have not actively sought these out.
- Graffiti symbols, writing or art work promoting extremist messages or images
- Students accessing extremist material online, including through social networking sites

- Parental or staff reports of changes in behaviour, friendship or actions e.g. pupils distancing themselves from their friendship groups, cultural or religious heritage, loss of interest in activities, refusal to cooperate with teachers/adults requests
- Local schools, Local Authority services, and police reports of issues affecting pupils e.g. local community tensions
- Students voicing opinions drawn from extremist ideologies and narratives
- Use of extremist or 'hate' terms to exclude others or incite violence
- Intolerance of difference, derogatory language or views based on, but not exclusive to, religion, gender, disability, homophobia, race, colour or culture
- Attempts to impose extremist views or practices on others
- Anti-Western or Anti-British views

4. Referrals

At Grangetown Primary School, we are committed to protecting our pupils from radicalisation through a process of early intervention.

All staff are encouraged to raise any concerns they might have about a child with the Designated Safeguarding Lead. The Safeguarding Lead will then assess the situation and decide whether further action is required. They will decide the best course of action regarding a referral to external agencies.

Any decisions will be made on a case-by-case basis and staff must be made aware that if they disagree with a decision not to refer, they are entitled to make a referral themselves where they harbour genuine concerns that a child is at risk.

5. Teaching

We will all strive to eradicate the myths and assumptions that can lead to some young people becoming alienated and disempowered, especially where the narrow approaches children may experience elsewhere, may make it harder for them to challenge or question these radical influences.

In our school this will be achieved by good teaching, primarily during PSHCE and whole school assemblies. We will ensure that our teaching approaches help our students build resilience to extremism and give pupils a positive sense of identity.

The ethos of our school ensures that students know and understand what safe and acceptable behaviour is. This is embedded in Grangetown Primary School's approach to the spiritual, moral, social and cultural development of pupils and will include a programme of assemblies dedicated to promoting fundamental British values. We will promote the values of democracy, the rule of law, individual liberty, mutual respect and tolerance for those with different faiths and beliefs. We will teach and encourage pupils to respect one another and to respect and tolerate difference, especially those of a different faith or no faith. It is indeed our most fundamental responsibility to keep our pupils safe and prepare them for life in modern multi-cultural Britain and globally

We will help support students who may be vulnerable to such influences as part of our wider safeguarding responsibilities and where we believe a student is being directly affected by extremist materials or influences, we will ensure that that student is offered appropriate support and mentoring.

L Cole - Deputy Headteacher/Designated Safeguarding Lead
This Policy was discussed & ratified by the Governing Body on 16th March 2016

Appendices follow:

Appendix 1 - Indicators of vulnerability to radicalisation

Appendix 2 - Preventing violent extremism - Roles and responsibilities of the Single Point of Contact (SPOC).

Appendix 1

Indicators of vulnerability to radicalisation

1. Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism leading to terrorism.
2. 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.
3. Extremism is defined by the Crown Prosecution Service as: The demonstration of unacceptable behaviour by using any means or medium to express views which:
 - 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.
4. 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.
5. Pupils 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.
6. Indicators of vulnerability include:
 - Identity Crisis – the student / pupil is distanced from their cultural / religious heritage and experiences discomfort about their place in society;
 - Personal Crisis – the student / pupil 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 student / 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 student / pupil 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 – students / pupils may experience difficulties with social interaction, empathy with others, understanding the consequences of their actions and awareness of the motivations of others.
7. 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.
8. More critical risk factors could include:
 - Being in contact with extremist recruiters;
 - Accessing violent extremist websites, especially those with a social networking element;
 - Possessing or accessing violent extremist literature;
 - Using extremist narratives and a global ideology to explain personal disadvantage;
 - Justifying the use of violence to solve societal issues;
 - Joining or seeking to join extremist organisations; and
 - Significant changes to appearance and / or behaviour;
 - Experiencing a high level of social isolation resulting in issues of identity crisis and / or personal crisis.

Appendix 2

Preventing violent extremism - Roles and responsibilities of the Single Point of Contact (SPOC)

The SPOC for Grangetown Primary School is The Headteacher, Les McAnaney, who is responsible for:

- Ensuring that staff of the school are aware who is the named SPOC in relation to protecting students/pupils from radicalisation and involvement in terrorism;
- Maintaining and applying a good understanding of the relevant guidance in relation to preventing students/pupils from becoming involved in terrorism, and protecting them from radicalisation by those who support terrorism or forms of extremism which lead to terrorism;
- Raising awareness about the role and responsibilities of Grangetown Primary School in relation to protecting students/pupils from radicalisation and involvement in terrorism;
- Monitoring the effect in practice of the school's RE curriculum and assembly policy to ensure that they are used to promote community cohesion and tolerance of different faiths and beliefs;
- Raising awareness within the school about the safeguarding processes relating to protecting students from radicalisation and involvement in terrorism;
- Acting as the first point of contact within the school for case discussions relating to students who may be at risk of radicalisation or involved in terrorism;
- Collating relevant information from in relation to referrals of vulnerable students into the Channel process;
- attending Channel meetings as necessary and carrying out any actions as agreed;
- Reporting progress on actions to the Channel Co-ordinator; and
- Sharing any relevant additional information in a timely manner. Channel is a multi-agency approach to provide support to individuals who are at risk of being drawn into terrorist related activity. It aims to:
 - Establish an effective multi-agency referral and intervention process to identify vulnerable individuals
 - Safeguard individuals who might be vulnerable to being radicalised, so that they are not at risk of being drawn into terrorist-related activity; and
 - Provide early intervention to protect and divert people away from the risks they face and reduce vulnerability.