



ANTI-EXTREMISM AND ANTI-RADICALISATION POLICY (PREVENT DUTY)

This revised and updated Policy was adopted by the Governing Body on 30 January 2018.

Signed

(H.A. Nixon)

Head Teacher, Prevent Lead
and Single Point of Contact

(Julian Gibson-Watt)

Chair of Governors,
Safeguarding Governor

Review annually with Safeguarding
and Child Protection Policies
at July GB Meeting

1 Introduction

1.1 The anti-extremist strategies of the UK Government have four key elements -- Pursue, Prevent, Protect, Prepare. Schools are chiefly concerned with Prevent, which is directed to stopping people becoming extremists or supporting terrorism.

1.2 Our School is aware of its duties under the Government "Prevent" strategy and section 26 of the Counter-Terrorism Act 2015

- (a) to challenge extremism, actively promote British values and seek to prevent radicalisation
- (b) to have due regard to the need to prevent people from being drawn into terrorism

1.3 The School regards performance of these duties as part of its general safeguarding role, in which an attitude that "it could happen here" is always appropriate. Staff in implementing this Policy are therefore asked to suspend any disbelief that children in their care could be vulnerable to radicalisation. At least one member of staff will be Prevent trained (Two are Prevent trained at the date of this revised Policy).



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1.4 The School will use the Government's Channel programme and the Council's local Channel panel for training and in referring concerns for intervention in any individual case.

1.5 This Policy should be read with the Safeguarding Policy and other School policies, in particular those for Behaviour, e-Safety, PSD/PSE and Equal Opportunities

2. Definitions

"Extremism":

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. (*Prevent strategy definition*), or

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. (*CPS definition*)

"Radicalisation":

The process by which a person comes to support terrorism and forms of extremism leading to terrorism.

3 Point of Contact for Concerns about Extremism or Radicalisation

3.1 The Head Teacher as Designated Senior Person for Safeguarding will act as Prevent Lead and Point of Contact for implementation of this Policy. Her responsibilities will include

- ensuring that staff, volunteers and parents are aware of the Prevent strategy, the Channel Programme, this Policy and of her role in responding to any reports of incidents or behaviour apparently relevant to this Policy
- maintaining and cascading to staff a good understanding of the relevant guidance
- making and reviewing risk assessments
- monitoring the effect of the School's PSD/ PSE/ RE policies, Assembly programmes and provision described in paragraph 6 below in promoting community cohesion and tolerance of different faiths and beliefs;
- acting as the first point of contact within the School for case discussions relating to pupils who may be at risk of radicalisation or involved in terrorism;
- collating relevant information in relation to referrals to the local Channel panel and/or Powys Social Services of any apparently vulnerable pupils



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- reporting on the issues annually to the July Governing Body Meeting as part of her Safeguarding Report and to the Wellbeing Team or the Governing Body as and when necessary.

3.2 The Governor responsible for Prevent issues and overseeing with the Head teacher the implementation of this Policy is the Safeguarding Governor, Mr Julian Gibson-Watt.

3.3 The Head Teacher and the Safeguarding Governor will report developments and progress on Prevent matters and this Policy to the Wellbeing Team.

4. Reporting and Risk Assessment

4.1 Staff should report to the Head Teacher any information or incident which appears relevant to performance of the School's duties outlined in section 1 above.

4.2 The Head Teacher will maintain a written risk assessment of the risks that children (or any particular child) attending the School might be drawn to extremism, radicalism or terrorism, taking account of information available to her so as to reflect our School's

- (i) general understanding of the risks affecting children in our area
- (ii) specific understanding of how to identify individuals at risk and means of supporting them, and will review the assessment at least annually.

5. Approach in Assessing Risk and Vulnerability

5.1 Individuals may develop extremist views and become vulnerable to radicalisation (sometimes at an early age) for a wide range of personal, social and environmental reasons. Many aspects of behaviour which might indicate vulnerability could also indicate bullying or abuse. Indications include apparent isolation, dissociation from their family or place in society, a sense of grievance or injustice, a "them and us" mentality. Vulnerable individuals may have social and educational needs similar to those associated with autism -- lack of empathy with others, not understanding consequences of their actions and lack of appreciation of the motivations of other people. Nevertheless, most young people with these characteristics do not become involved in extremism.

5.2 More specific indications that an individual is at risk would be evidence of contact with suspected extremists, access to extremist literature or websites and comments justifying extremist tactics such as violence to resolve social or political issues.

Radicalisation is currently associated with Muslim extremism and the violence in Syria, but also occurs with attraction to extremes in any political position including support and opposition to the unification of Ireland, white supremacy, anti-immigration and environmental issues.

5.3 In assessing the degree of risk of radicalisation. the Head Teacher will consider the following three factors



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- (a) Engagement: an individual's needs, motivations, susceptibilities and contextual influences such as those mentioned above
- (b) Any indication of an intention to cause harm: for instance, overidentification with a group or ideology, "them and us" attitudes, dehumanisation of opponent, support for violent solutions
- (c) Capability: indications of any knowledge or skill to carry out a terrorist activity

5.4 In assessing risk, the Head teacher will take account of official guidance that (as accords with the School's ethos and teaching) membership of a particular ethnic, religious or social group or adherence to religious customs and practices does not constitute a risk factor and does not give rise to legitimate grounds for concern in the context of Prevent.

6. Prevention

6.1 The principal methods by which our School carries out its Prevent duties are

- (a) by promoting to children the ethos, vision and aims of the School, which are reflected in particular in our Behaviour and Equal Opportunities Policies
- (b) by providing a broad and balanced programme of Personal and Social Development Wellbeing and Cultural Diversity (PSD) in the Foundation Phase (ages 4-7) and Personal and Social Education (PSE) in Key Stage 2 (ages 8-11) in class and group work, in Assembly and Collective Worship, in Circle Time, in Pupil Committees, and in other School activities.

6.2 . The British values which our School fulfils its duty to promote are

- (i) democracy
- (ii) the rule of law
- (iii) individual liberty
- (iv) tolerance of individual faiths and beliefs

6.3. Staff will "actively promote" British values in the following practical ways

- (a) Democracy: making decisions together
 - encouraging children to know that their views count, to value each other's views and values and to talk about their feelings, for example when they do or do not need help.
 - providing activities that involve turn-taking, sharing and collaboration. Children will be given opportunities to develop enquiring minds in an atmosphere where questions are valued.
 - maintaining the strong Pupil Voice and pupil committees in the running of the School
 - enabling children to take part in activities which promote community



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cohesion, such as charity events, farmers' markets, choir performances,

(b) . Rule of law: understanding rules matter

As part of the focus on managing feelings and behaviour:

- children progress in understanding their own and others' behaviour and its consequences, and in learning to distinguish right from wrong.
- collaborate with children creating the rules of behaviour, for example, to agree the rules about tidying up and then get children to understand that rules apply to everyone.

(c) Individual liberty: freedom for all

- Provide opportunities for children to develop their self-knowledge and increase their confidence in their own abilities, for example through the Philosophy for Children ("PforC") programme
- Seek to provide a range of experiences that allow children to explore the language of feelings and responsibility, reflect on their differences and understand we are all free to have different opinions.
- Enable children (as appropriate for their age) to learn to evaluate information which they obtain (for instance on the internet) rather than accept it without question

(d) Mutual respect and tolerance: treat others as you want to be treated

- Maintain the ethos of inclusivity and tolerance where views, faiths, cultures and races are valued and children are engaged with the wider community.
- Allowing for age, promote a tolerance and appreciation of and respect for their own and other cultures; so that children begin to understand about similarities and differences between themselves and others and among families..
- Underline the importance of tolerant behaviours such as sharing and respecting other's opinions, whether girl or boy, while feeling free to differ.
- Promote diverse attitudes and challenge stereotypes, for example, sharing stories that reflect and value the diversity of children's experiences and providing resources and activities that challenge gender, cultural and racial stereotyping.

7. Monitoring of Visitors and the Internet

7.1 We strongly uphold freedom of speech and expression of opinions as part of British values and the pupil voice is strong in our School. But we also teach our pupils that freedom of expression must be exercised responsibly, so as to respect the views of others and diversity of opinion and that support for violence, harm of others or discrimination against particular groups in society is plainly wrong. It is therefore contrary to school policy for visitors to express extremist views to pupils



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7.2 All staff will ensure that the Head Teacher is aware of any invited visitor to the school so that she can if appropriate check on their reported views.

7.3 The School is aware of the use of the internet to promote extremism and radical views and observes appropriate controls on pupil access to the internet, summarised in the e-Safety Policy.

8. Response to Incident or Concern

- (a) The Head Teacher will assess whether a Channel / child protection referral should be made at any stage
- (b) An incident should normally be dealt with in accordance with the School's Behaviour and Discipline Policy
- (c) Involvement of parents should normally include seeking to identify motivating factors

9. Equality

In implementing and reviewing this and related policies, the School will avoid unlawful discrimination and will seek to apply the policies consistently to all pupils, parent/carers, staff and visitors irrespective of age, disability, race or ethnic background, gender (sex), gender reassignment, marriage and civil partnership, pregnancy and maternity, religion or belief, or sexual orientation. In particular, the School will oppose any suggestion that extremism or terrorism should be associated with any particular race or religion.

The School will comply with all relevant equalities legislation and will promote equality in all aspects of school life.

10. Review

The Head Teacher will review and evaluate this Policy annually and report any significant issues to the Governing Body.

ENDS