



**Prevent Policy**

**December 2023**

## **Introduction**

Baines Endowed VC School is committed to providing a secure environment for students, where children feel safe and are kept safe. All adults at the school recognise that safeguarding is everyone's responsibility irrespective of the role they undertake or whether their role requires direct contact or responsibility for children or not.

In adhering to this Policy, and the procedures therein, staff and visitors will contribute to the school's delivery of the outcomes to all children, as set out in Section 10 (2) of the Children Act 2004\*.

This Preventing Extremism and Radicalisation Policy is one element within our overall school arrangements to safeguard and promote the welfare of all children in line with our statutory duties set out in Section 175 of the Education Act 2002.

Our school's Preventing Extremism and Radicalisation Policy also draws upon the guidance contained in the DfE Guidance "Keeping Children Safe in Education, 2015"; and specifically DfE Resources; "Working Together to Safeguard Children 2015", "Prevent: Resources Guide", "Tackling Extremism in the UK", DfE "Teaching Approaches that help Build Resilience to Extremism among Young People" and the Education Commissioner (Birmingham) Peter Clarke's report of July 2014.

*\*the physical, mental health and emotional well-being of children; the protection of children from harm and neglect; the education, training and recreation of children; the contribution made by them to society; and their social and economic well-being.*

## **School Ethos and Practice**

When operating this policy, the school uses the following accepted Governmental definition of extremism which is:

*'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; and/or calls for the death of members of our armed forces, whether in this country or overseas'.*

There is no place for extremist views of any kind in our school, whether from internal sources – students, staff or governors – or external sources – school community, external agencies or individuals. Our students see our school as a safe place where they can explore controversial issues safely and where our teachers encourage and facilitate this. In fact, we have a duty to ensure this happens. As a school we recognise that extremism and exposure to extremist materials and influences can lead to poor outcomes for children and so should be addressed as a safeguarding concern as set out in this policy. We also recognise that if we fail to challenge extremist views we are failing to protect our students.

Extremists of all persuasions aim to develop destructive relationships between different communities by promoting division, fear and mistrust of others based on ignorance or prejudice and thereby limiting the life chances of young people. Education is a powerful weapon against this; equipping young people with the knowledge, skills and critical thinking, to challenge and debate in an informed way.

Therefore, the school will provide a broad and balanced curriculum, delivered by skilled professionals, so that our students are enriched, understand and become tolerant of difference and diversity and also to ensure that they thrive and feel valued.

We are aware that young people can be exposed to extremist influences or prejudiced views from an early age which emanate from a variety of sources and media, including via the internet. At times students may themselves reflect or display views that may be discriminatory, prejudiced or extremist, including using derogatory language.

Any prejudice, discrimination or extremist views, including derogatory language, displayed by students or staff will always be challenged and where appropriate dealt with in line with our Behaviour for Learning Policy for students and the Code of Conduct for staff. As part of wider safeguarding responsibilities school staff will be alert to:

- Disclosures by students of their exposure to the extremist actions, views or materials of others 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 reports of changes in behaviour, friendship or actions and requests for assistance.
- Partner schools, local authority services, and police reports of issues affecting students in other schools or settings.
- Students voicing opinions drawn from extremist ideologies and narratives.
- Use of extremist or 'hate' terms to exclude others or incite violence.
- Intolerance of difference, whether secular or religious or, in line with our equalities policy, views based on, but not exclusive to, gender, disability, homophobia, race, colour or culture.
- Attempts to impose extremist views or practices on others.
- Anti-Western or Anti-British views.

All concerns should be reported immediately to the school's Designated Safeguarding Lead (DSL) – Mrs Gill Finney or in her absence, the Back- up DSL –Mrs Cheryl Davidson.

## **Teaching Approaches**

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 and also by adopting the methods outlined in the Government's guidance 'Teaching approaches that help build resilience to extremism among young people' DfE 2011.

We will ensure that all of our teaching approaches help our students build resilience to extremism and give students a positive sense of identity through the development of critical thinking skills. We will ensure that all of our staff are equipped to recognise extremism and are skilled and confident enough to challenge it. We will be flexible enough to adapt our teaching approaches, as appropriate, so as to address specific issues so as to become even more relevant to the current issues of extremism and radicalisation.

## **Use of External Agencies and Speakers**

The school encourages the use of external agencies or speakers to enrich the experiences of our students. However, we will positively vet those external agencies, individuals or speakers who we engage to provide such learning opportunities or experiences for our students. This includes checking the DBS of all external providers. Such vetting is to ensure that we do not unwittingly use agencies that contradict each other with their messages or that are inconsistent with, or are in complete opposition to, the school's values and ethos. We must be aware that in some instances the work of external agencies may not directly be connected with the rest of the school curriculum so we need to ensure that this work is of benefit to students. Our school will assess the suitability and effectiveness of input from external agencies or individuals to ensure that:

- Any messages communicated to students 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 students through extreme or narrow views of faith, religion or culture or other ideologies.
- Activities are properly embedded in the curriculum and clearly mapped to schemes of work to avoid contradictory messages or duplication.
- Activities are matched to the needs of students.
- Activities are carefully evaluated by schools to ensure that they are effective.

We recognise, however, that the ethos of our school is to encourage students to understand opposing views and ideologies, appropriate to their age, understanding and abilities, and to be able to actively engage with them in informed debate, and we may use external agencies or speakers to facilitate and support this.

Therefore, by delivering a broad and balanced curriculum, augmented by the use of external sources where appropriate, we will strive to ensure our students recognise risk and build resilience to manage any such risk themselves where appropriate to their age and ability, but also to help students develop the critical thinking skills needed to engage in informed debate.

## **Whistleblowing**

Where there are concerns of extremism or radicalisation, students and staff will be encouraged to make use of our internal systems to whistle blow or raise any issue in confidence.

Please refer to the separate Whistleblowing Policy.

## **Safeguarding**

Please refer to our Safeguarding Policy for the full procedural framework on our Safeguarding duties. Staff at our school will be alert to the fact that whilst Extremism and Radicalisation is broadly a safeguarding issue there may be some instances where a child or children may be at direct risk of harm or neglect. For example; this could be due to a child displaying risky behaviours in terms of the activities they are involved in or the groups they are associated with or staff may be aware of information about a child's family that may equally place a child at risk of harm (these examples are for illustration and are not definitive or exhaustive).

Therefore, all adults working in the school (including visiting staff, volunteers, contractors, and students on placement) are required to report instances (or concerns) where they believe a child may be at risk of harm or neglect to the Designated Senior Lead or Back-up Designated Senior Lead.

Our Safeguarding reporting arrangements are set out fully in our Safeguarding Policy.

## **Training**

Whole school in-service training on Safeguarding and Child Protection will be organised for staff and volunteers, at least every two years. This will comply with the prevailing arrangements agreed by the Local Authority and the Safeguarding Children's Board and will, in part, include training on extremism and radicalisation and its safeguarding implications.

The Designated Senior Lead and Back –Up Designated Senior Lead will attend Safeguarding training every two years and the appropriate inter-agency training organised by the Safeguarding Children's Board. Again this will include training on extremism and radicalisation and its safeguarding implications.

## **Recruitment**

The arrangements for recruiting all staff to our school will follow government guidance on safer recruitment best practice in education settings, including, but not limited to, ensuring that DBS checks are always made at the appropriate level, that references are always received and checked and that we complete and maintain a Single Central Record of such vetting checks.

All volunteers into school will take part in DBS checks made at the appropriate level and these will be maintained on the Single Central Record as well.

We will apply safer recruitment best practice principles and sound employment practice in general and in doing so will deny opportunities for inappropriate recruitment or advancement.

We will be alert to the possibility that persons may seek to gain positions within our school so as to unduly influence our schools character and ethos. We are aware that such persons seek to limit the opportunities for our students thereby rendering them vulnerable to extremist views and radicalisation as a consequence.

Therefore, by adhering to safer recruitment best practice techniques and by ensuring that there is an ongoing culture of vigilance within our school and staff team, we will minimise the opportunities for extremist views to prevail.

To be read in conjunction with the Safeguarding Policy

Reviewed September 2020

Reviewed September 2021

Reviewed September 2022

Reviewed September 2023

Reviewed December 2023

Signed \_\_\_\_\_ Headteacher

Signed \_\_\_\_\_ Chair of Governors