

# Scantabout Primary School

## Achieving Our Best Together

### Prevent Policy

Scantabout Primary School fully recognises its responsibilities to prevent people from being radicalised, become extremists or be drawn into terrorism.

*"The Prevent Strategy 2011"*, published by the Government is part of the overall counter-terrorism strategy. The aim of the strategy is to reduce the threat to the UK from terrorism, by stopping people becoming terrorists or supporting terrorism. In the Act this has simply been expressed as the need to *"prevent people from being drawn into terrorism"*.

The *"Counter-terrorism and Security Act 2015"* (CT&S) identifies schools as having a key role to play in protecting pupils from the risk of extremism and radicalisation.

*Chapter 1 Par 26 (1) of the Act* places a general duty on specified authorities, in the exercise of its functions, to have due regard to the need to prevent people from being drawn into terrorism.

*Schedule 6 of the Counter-Terrorism and Security Act 2015* outlines the specified authorities. As a maintained school, Scantabout Primary School is defined as a "specified authority", included in the category of 'Education, child care etc.'

Therefore, Scantabout Primary School has a key role in protecting pupils from the risks of extremism and radicalisation and has due regard to the need to prevent people from being drawn into terrorism.

**This policy should be read alongside the following national government policies:**

Working together to safeguard children 2015

Keeping children safe in education 2015

Keeping children safe in education 2015 Part 1

What to do if you are worried a child is being abused 2015- Advice for practitioners.

Prevent Duty Guidance 2015

Channel Guidance

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## 1. Purpose of this Policy

This school's Prevent Policy sets out our beliefs, strategies and procedures to protect vulnerable individuals from being radicalised or exposed to extremist views, by identifying who they are and promptly providing them with support.

## 2. Aims of this Policy

The aims of this policy are to ensure that:

- all members of the school community have an understanding of what extremism and radicalisation is and why we need to be vigilant in school
- staff are fully engaged and are vigilant about radicalisation; that they suspend professional disbelief that such issues will not happen here
- staff understand their roles and responsibilities in protecting pupils from the risks of extremism and radicalisation and have due regard to the need to prevent people from being drawn into terrorism
- pupils understand how to keep themselves safe
- parents have confidence in the school's policies and understand how the school works to keep pupils safe.

## 3. Risks

Risks are defined as:

- **Terrorism:** The Terrorism Act 2000 (TACT 2000) in summary defines terrorism as an action that endangers or causes serious violence to a person/people; causes serious damage to property; or seriously interferes or disrupts an electronic system. The use or threat must be designed to influence the government or to intimidate the public and is made for the purpose of advancing a political, religious or ideological cause.
- **Extremism** is defined in The Prevent Strategy 2011 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."* The Prevent Strategy 2011 also includes in its definition of extremism; calls for the death of members of our armed forces, whether in this country or overseas.
- **Radicalisation** as defined by The Prevent Strategy 2011 refers to the process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups.
- **'Non-violent extremism'** is defined in The Prevent Strategy 2011 as extremism, as defined above, which is not accompanied by violence.

The school has assessed the risk of children being drawn into terrorism, including support for extremist ideas, which are part of terrorist ideology. This is based on an understanding shared with partners of the potential risk in the local area.

All visiting speakers follow the agreed protocols for visiting speakers. The Headteacher ensures they are suitably and appropriately supervised during the visit.

#### **4. Indicators**

There are a number of behaviours which may indicate a pupil is at risk of being radicalised or exposed to extreme views. At a primary level these may include:

- loss of interest in other friends and activities
- becoming isolated or needing additional attention
- using insulting or derogatory names for another group
- increasing amounts of time or interest on social media or communications with others that suggest identification with a group, cause or ideology
- changing their style of dress or personal appearance to accord with the group
- day-to-day behaviour becoming increasingly centred on violence, an extremist ideology, group or cause
- possession of materials or symbols associated with an extremist cause, physically or online
- attempts to encourage others to join in extreme or prejudice-related activities
- increase in prejudice-related incidents

#### **5. Implementing “due regard” (Over-arching Practice)**

##### Effective Leadership:

- The school’s leadership team are aware of and understand the importance of their duties and have read the relevant sections of “*Prevent Duty Guidance 2015*” (p10- 12)
- The headteacher and governors ensure that the existing safeguarding procedures and school policies are used to safeguard pupils from radicalisation and extremism by including information in the Staff Bulletin, through annual staff training and by linking relevant policies together
- Training is provided to ensure staff understand the risks and have the capability to deal with them. All staff receive induction training which includes written information (see Appendix 1,2,3) and is included in Child Protection update training to staff conducted annually
- The Governing Body ensure the staff members implement their duties effectively by observation, monitoring the effectiveness of policies including the Complaints Procedures and through discussion with pupils during Governor Monitoring visits

##### Working in Partnership:

- The school is aware that effective partnerships are crucial to “*Prevent*” work. The school is committed to and has procedures in place to be able to demonstrate through records, its effective working with local prevent co-ordinators, the police and local authorities through existing multi-agency forums such as the Multi- Agency Safeguarding Hub (MASH) and the Hampshire Safe-guarding Children Board(HSCB).

#### Appropriate Capabilities:

- Frontline staff members who engage with the public understand what radicalisation means and why people may be vulnerable to being drawn into terrorism as a consequence of it. They are aware of what the term “extremism” means and the relationship between extremism and radicalisation/ terrorism. Information is provided for staff members through annual staff training and by linking relevant policies together (See Appendix 1)
- All school safeguarding policies and procedures support staff to know what measures are available to prevent people from becoming drawn into terrorism and how to challenge the extremist ideology that can be associated with it.
- Staff understand how to obtain support for people, (through Channel) who may be being exploited by radicalising influences and know they are subject to the duties specified in “Prevent Duty Guidance 2015” (See Appendix 2)

### **6. Implementing “due regard” (Day to Day Practice)**

The school has an inclusive ethos and whilst not ethnically diverse, the school is diverse in terms of socio-economic backgrounds and in terms of the individual needs of pupils.

The school teaches a broad and balanced curriculum which caters effectively for the spiritual, moral, cultural, mental and physical development of its pupils. The school actively promotes community cohesion through its work with parents and local community groups. The school promotes British Values through the curriculum, extra-curricular activities and assemblies.

The school is mindful of its duties to keep our young and therefore vulnerable and impressionable pupils safe. Scantabout Primary School regards the welfare of pupils as being of the utmost importance. Through our curriculum and pastoral work the school ensures our pupils;

- ✓ know the difference between “right and wrong”
- ✓ know the similarities and differences between themselves and others and are able to celebrate them
- ✓ are able to challenge negative attitudes and stereotypes
- ✓ grow into confident young people who are able to say, “no”, “change their mind” and be able to articulate their feelings and opinions
- ✓ value life and all living things
- ✓ learn about and know how to keep themselves and others safe
- ✓ feel valued for who they are and feel comfortable “in their own skin” as part of the school community.

## 7. Sharing Information

The school recognises that:

- under the *Prevent* programme it must not be involved in any covert activity against people or communities
- the sharing of personal information may need to take place in order to ensure, for example, that a person at risk of radicalisation is given appropriate support (for example on the Channel programme)
- information sharing should be and is assessed on a case-by-case basis and is governed by legislation to ensure the rights of individuals are fully protected. When considering sharing personal information, the school takes account of the following:
- **necessity and proportionality:** personal information is only shared where it is strictly necessary to the intended outcome and proportionate to it. Key to determining the necessity and proportionality of sharing information will be the professional judgement of the risks to an individual or the public;
- **consent:** wherever possible the consent of the person concerned is obtained before sharing any information about them;
- **power to share:** the sharing of data by public sector bodies requires the existence of a power to do so, in addition to satisfying the requirements of the Data Protection Act 1998 and the Human Rights Act 1998;
- **Data Protection Act and the Common Law Duty of Confidentiality:** in engaging with non-public bodies, the school ensures that it is aware of its own responsibilities under the Data Protection Act and any confidentiality obligations that exist.

There may be some circumstances where the school, in the course of *Prevent* related work, identifies someone who may already be engaged in illegal terrorist-related activity. People suspected of being involved in such activity will be referred to the police.

## 8. Procedures for dealing with concerns

Where any adult in the school has concerns about a child they should discuss these in the first instance with the Designated Safeguarding Lead, or in their absence, the Deputy Safeguarding Lead.

The school is aware of the support available to schools to help them safeguard pupils from the risks outlined in this policy and highlighted by the DFE. A dedicated telephone helpline enables school staff and governors to raise concerns relating to extremism in confidence. There is also an email address and phone number that staff can use to raise their concerns.

In emergency situations, such as a child being at immediate risk of harm, the police must be contacted on 999 and the normal safeguarding procedures are followed. (See Child Protection Policy 2015)

## 9. Monitoring and Enforcement

The school keeps and maintains appropriate records in line with its duty. Concerns and observations are noted on CPOMs or on recording forms available in the staffroom.

Scantabout Primary School will, when required, ensure liaison with Hampshire Local Authority, HSCB, the Home Office, local partners and multi-agency forums on issues relating to *The Prevent Strategy* and Channel. The school will provide appropriate monitoring information and support as requested.