

Duston Eldean Primary School



'TOGETHER WE GROW'

At Duston Eldean we encourage a reflective, creative, caring and respectful environment where the whole school community is happy, enthused and motivated. In developing a love for learning we sow the seeds of success.

Prevent Policy

Signed:

(Chair of Governors)

Signed:

(Headteacher)

Date of Adoption:	July 2023
Frequency of Review:	Annually
REVIEW DATE DUE:	July 2024

1. Introduction

The Prevent strategy seeks to stop people becoming terrorists or supporting terrorism both in the UK and overseas. It aims to identify people at risk of committing terrorist acts and intervene.

The Counter-Terrorism and Security Act (July 2015) requires schools to "have due regard, in the exercise of their functions, to prevent people from being drawn into terrorism". This is known as the 'Prevent Duty'.

An individual's vulnerability to radicalisation is based on a lack of resilience. We aim to build resilience in our pupils.

This policy has been informed by the following documents:

- Prevent Duty Guidance: for England and Wales (2021)
- The Prevent Duty: Departmental Advice for academies and childminders (2015)
- Counter-Terrorism and Security Act (2015)
- The Children Acts 1989 and 2004
- The Education Act 2002
- Working Together to Safeguard Children (2018)
- What to do if you are worried a Child is being Abused (2015)
- Keeping Children Safe in Education (2022)
- The Statutory Framework for the Early Years Foundations Stage (2021)

This policy should be read in conjunction with our Child Protection and Safeguarding Policy and our Online Safety and Acceptable Use Policy.

2. Aims

The aims of this policy are to:

- ensure all staff understand the risks of radicalisation.
- ensure staff are aware of the Prevent Strategy.
- ensure staff identify and protect children and young people who are vulnerable and may be at risk of being radicalised.
- ensure staff understand and are committed to school systems and procedures that promote British values and build resilience in our pupils.

3. Key Definitions

- **Radicalisation:** the process by which a person can come to support terrorism and forms of extremism, leading to acts of terrorism
- **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.
- **Terrorism:** an action or threat designed to influence the government or intimidate the public. Its purpose is to advance a political, religious or ideological cause.

- **Channel:** a voluntary, confidential, early intervention programme that supports people who may be at risk of being drawn into terrorism. Channel provides tailored support includes things like theological or ideological mentoring, help with mental health, drug or alcohol abuse issues, as well as education and career advice. Taking part in Channel doesn't go on someone's criminal record, and won't negatively impact their future education or career prospects. It means getting the right kind of help for the person who needs support to move away from extremism.

4. Responsibilities

- The Designated Safeguarding Lead (DSL), Cathy Moore, is responsible for implementing the Prevent Strategy.
- The school administration team and Amey are responsible for checking premises lettings.
- Visitor organisers are responsible for checking visitors to school. This will be monitored by the DSL and Educational Visits Coordinator (EVC).
- All teachers are responsible for ensuring the full safeguarding curriculum intent is taught.
- All staff are responsible for promoting British values and for being vigilant in spotting children who may be vulnerable to radicalisation.
- All staff are responsible for reporting concerns to the DSL, Cathy Moore.
- The DSL (or Deputy DSLs in her absence) are responsible for making referrals to the Prevent policing team: [Refer someone to the Prevent Team | Northamptonshire Police \(northants.police.uk\)](#)

For questions, call **101 ext 345160**

5. Staff Training

In order to fulfil the requirements of the Prevent Duty we will:

- ensure the DSL and Deputy DSLs undertake Prevent awareness training and can provide advice and support to other members of staff on protecting children from the risk of radicalisation.
- ensure staff are trained to be vigilant in spotting signs of extremist views and behaviours. They must always report anything to the DSL which may suggest a pupil, another staff member or a visitor is expressing opinions which may cause concern. Staff should follow the usual reporting procedures for safeguarding concerns:
 - a green Cause for Concern sheet (about children)
 - a yellow Cause for Concern sheet (about children relating to online activity)
 - an Incident Report: Child on child abuse or behaviour against protected characteristics
 - a low level concern form (about adults)
 - report the concern under the whistleblowing policy (see Whistleblowing Policy)
- ensure staff and governors receive online safety training which includes preventing radicalisation online.
- ensure that staff training is routinely updated.
- ensure staff understand the importance of monitoring pupil absences and promptly address concerns about irregular absence with parents and/or carers.

- ensure staff and governors are aware of how to identify and respond to risks to children from extreme or radical views.

6. Curriculum

Our curriculum has two strands. The subject-based National Curriculum is broad and balanced, reflecting the world in which we live, and our 'Skills for Life Curriculum' equips children with the necessary attitudes and skills to make healthy choices and to be successful both in school and in adulthood. Our pupils should develop great attitudes and gain the social skills required to think for themselves and to communicate and work well with others.

Our curriculum is bespoke: designed by our staff to meet the requirements of the National Curriculum and the specific needs of our children in our local context. As such, the curriculum will be under constant review to ensure we reflect and adapt to meet the changing needs of our school community and to provide the best possible education for our pupils.

We have identified three key threads which permeate our curriculum. These key threads have been specifically chosen to broaden pupils' learning experiences, to enhance their cultural understanding and to prepare them for future educational and personal success:

1. Oracy

The ability to articulate with confidence is a life skill and supports the thinking and learning process. Our Skills for Life Curriculum provides quality opportunities for debating, questioning, reflecting and contributing effectively across a range of situations with different levels of formality. Children have opportunities to explore sensitive or controversial issues and develop their understanding of human rights.

2. Diversity

Our school population is predominantly White British. It is therefore essential that our curriculum represents the diverse world in which we live and provides pupils with the knowledge of different cultures that they may not otherwise experience or understand. Through understanding different perspectives within our world, negative stereotypes and personal biases can be dispelled. A focus on diversity encourages children to see the benefits of different values, abilities and views; it promotes the celebration of people's similarities and differences. Opportunities to deepen understanding and levels of respect for others are actively fostered through our Skills for Life Curriculum.

3. Exploration

Developing curiosity in our children will encourage a life-long desire to learn. Across the curriculum, children will be required to explore, question, challenge and make decisions in order to refine their knowledge and beliefs. Through discovery and listening to others, children will form opinions and make judgements about what is right and wrong.

7. Protecting Children from Online extremist views and radicalisation

The school recognises its duty to protect our pupils from indoctrination into any form of extreme ideology which may lead to the harm of themselves or others. The following measures are taken to protect children from online radicalisation:

- Appropriate filtering, firewalls and security settings, currently provided by Securly and EasiPC, ensure pupils are unable to access inappropriate internet sites whilst using school equipment or the school Wi-Fi.

- Pupils learn about the importance of Internet Safety both through the ICT curriculum with termly Project Evolve units.
- Annual online safety lessons for pupils from Year 4 upwards by Northants Council expert, Simon Aston.
- The online safety lead routinely monitors reports regarding pupils' online activity and respond immediately to any concerns.
- Annual parent meetings taken by Simon Aston to encourage parents to be vigilant with online safety at home and an open dialogue with their children is promoted.
- Annual online safety training by Simon Aston for staff and governors includes information about radicalisation.

The following measures are also taken to protect children from radicalisation:

- As part of the curriculum and assemblies, children learn about the dangers of radicalisation and extreme ideologies.
- Pupil Voice opportunities at Duston Eldean enable children to pursue their passions and interests, inspire others and influence change in an appropriate manner.
- Through the development of oracy skills and critical thinking in Philosophy for Children sessions, children develop a positive sense of identity and build resilience to prevent radicalisation.
- Protective behaviour work with all children ensures they have trusted adults on their helping hand with whom they can discuss any worries or concerns they may have. They also have 'shout out' boxes in classrooms to ensure they can communicate with someone if they have a problem.

8. Assessing Risk

The DSL will ensure that the school fulfils its responsibility for carrying out a regular risk assessment to assess the risk of pupils being drawn into terrorism, including demonstrating support for extremist ideas. An understanding of the contextual risks to the pupils in our school will form part of our risk assessment.

School staff will be alert to signs of pupils 'justifying' violent behaviours, believing violence is a legitimate response to a perceived injustice, or 'dehumanising' the victims of terrorism.

Some children may be more vulnerable and less resilient to radicalisation. Staff will make every effort to know the children in their care and to look out for children at risk of radicalisation, considering the 'push' and 'pull' factors used to exploit children:

- Push factors
 - Isolation
 - Disengagement
 - Grievance etc.
- Pull factors
 - Excitement
 - Belonging
 - Honour etc.

9. Visitors

In order to safeguard pupils from visitors, who may have extreme or radical views, the school will:

- ensure all visitors to the school are carefully vetted and staff take immediate action if any individual or group is perceived to be attempting to influence staff or pupils with extremist views.
- ensure no visitors are left with children without a member of staff present unless an enhanced DBS check has been completed eg. a social worker or nurse.

More information can be found in the 'Visitors' leaflet- See Appendix A.

10. Educational visits and the Prevent Duty

The visit leader should check any alerts about major national cities such as Birmingham and London, and only take the trip if it is considered safe to go. These decisions must be made in conjunction with the EVC and the Headteacher and in accordance with OEAP National Guidance.

11. Lettings

Any organisations or individuals wishing to hire the premises will be checked to confirm that they do not have any extreme or radical views. This will take place by Amey (PFI provider) and school administrative staff.

12. What should you do if you suspect a child might be in danger of radicalisation?

Pass on your concerns to the DSL, Cathy Moore. You will be asked to record details on a 'Cause for Concern' sheet.

Any pupil who is deemed to be at risk of being radicalised will be referred by the DSL to the Local Prevent Policing Team. The Prevent Team will complete an assessment- the child maybe suitable for Channel, the Prevent specialist support scheme.

It is important to report concerns early so the child in question can receive a specialist tailored support programme.

If a child is in immediate danger, call 999.

Appendix A

Visitors

Before the visitor comes to school:

- Plan the day and time of the visit.
- Add the visitor to the school diary.
- Check with the visitor the content of what they are going to include in their presentation.
- Check the time they will need.
- Check any resources they will need.
- Check if the visitor has any medical needs that we need to be aware of.
- Check any accessibility needs they may have and make appropriate arrangements.
- Inform the visitor that they must report to the office when they arrive at school.
- Arrange for someone to collect the visitor from reception.
- Inform children of the visitor and the expectations of behaviour.

On the day of the visitor:

- Inform office staff of the time your visitor should arrive at school.
- All visitors to sign in and to wear a visitor lanyard.
- Ensure that a member of staff is with the visitor at all times and never left alone with children or to wander through the school – they must be escorted.
- Ensure that the visitor is made to feel welcome and they have everything that they need.
- School staff to be active listeners in the session and to stop the visitor if anything that is not appropriate is being communicated.

After the visit

- Debrief – reflect on the visitor and consider changes for next time.
- Send a thank you to the visitor.