PREVENT Policy

1. Ethos

1.1 *Children have a fundamental right to learn how to keep safe and to be protected from abuse or harm. It is the responsibility of all adults to protect and to support those at risk or who are in need, by acting in accordance with current Safeguarding Children's Legislation and in accordance of the Children's act 2004*

1.2 St Edward's is fully aware of its responsibility under the prevent duty 2015 and recognises that its responsibility to prevent and protect children from extremism, fits within its duty of child protection and safeguarding.

2. Vision

2.1 Create a culture of high expectation where all adults protect and support those at risk from extremism.

2.2 All staff understand the dangers and signs of extremism and radicalisation

2.3 All staff understand the procedures involved in reporting concerns about possible extremist or radicalised behaviour.

3. Aims of the Policy

At St Edward's we follow the aims/principles outlined in the DCSF toolkit which aims to;

3.1 *Raise awareness* within the school of the treat from violent extremist groups and the risks for young people

3.2 Provide *information* about what can cause violent extremism and preventative actions taking place locally and nationally and where we can get additional information and advice.

3.3 Help schools understand the positive contribution they can make to empower young people to create communities that are more resilient to extremism and **protecting the wellbeing** of particular students or groups who may be vulnerable to being drawn into violent extremist activity.

3.4 Provide advice on managing risks and responding to incidents locally, nationally or internationally that might have an impact on the school community

St Edward's will use these principles to guide our work in all areas including building on our work in;

3.5 Promoting good outcomes for all students including their Spiritual, Moral, Social and Cultural development

3.6 Promote students wellbeing, sense of security, equalities and community cohesion

3.7 Building resilience in school, working with partners, to prevent students becoming the victims of causes of harm

3.8 Working with external agencies including education child protection service, Social Care, the police, parents and community and religious leaders to develop/build community links and enhance positive networks.

4. Context

4.1   Prevent is a strategy that works to prevent the growth of issues that creates a climate which facilitates radicalisation to occur, by creating and climate of mutual trust in which young people grow and develop. This climate works against creating circumstances in which young people feel isolated and become vulnerable to exploitation by those who wish to further a radical agenda. Extremism in all its forms has no place at St Edward's as both extremist materials and influences is detrimental to the development of our students. Education at St Edward's is a powerful tool against extremism that equips students with knowledge, skills, sound judgement and the ability to critically evaluate materials to challenge and debate these issues in a secure and safe environment.

4.2   Definition = Extremism is defined as "holding extreme opinions; the holding of extreme political or religious views or taking extreme actions based on those views"
Radicalisation = is the process to becoming extremism.

5. Strategies for Preventing Extremism

5.1   Through St Edward's written and unwritten curriculum we support the Office for Counter terrorism strategy to combat radicalisation and extremism by adopting the 4 P's;
Protect – To strengthen protection against terrorist attacks
Prepare – To mitigate the impact of a terrorist attack
Pursue – To stop terrorist attacks
Prevent – To stop people becoming or supporting terrorism.
The first three strands stand clearly in the remit of the government and security services. The Prevent agenda is where schools like St Edward's contribute to.

The prevent agenda is supported by the following at St Edward's;

5.2   Raising awareness of Extremism and radicalisation with staff so that those that work with our students appreciate that they are part of the front strategy and act accordingly. This is done through staff training, which is delivered and reemphasised throughout the year. St Edward's staff understand the importance positive relationships play in countering the factors that create the environment for extremist views and radicalisation. All staff have undergone a programme of emotion coaching and will receive WRAP training CPD between Feb 16 and July 16 delivered by Dorset SCCT and Poole Borough. Pastoral staff will specifically monitor students under their care and curriculum leaders will ensure that opportunities for addressing radicalisation should be taken when they arise directly in lesson and indirectly all the time by making sure no students is marginalised or excluded from activities or learning.

5.3   Raising student awareness through the curriculum, where a clear understanding of history/religion/tradition promotes an appropriate understanding of origins such as Nazism and promoting understanding of world religions based on peaceful messages and intent. The PSHE curriculum will also tackle other areas of potential extremism that are highlighted locally as potential areas of concerns i.e. animal activists and environmentalists. The pastoral curriculum is designed to encourage students to want to be part of an inclusive society.

5.4   Creating an inclusive school built on the Christian values which appreciates the importance of SMSC (Spiritual, Moral, Social and Cultural) and delivers this through a shared curriculum for all, encouraging full participation in a broad and balanced curriculum, including the pastoral curriculum, which celebrates the diversity of the school community and aims to make students feel valued and included.

5.5 Celebrating successes for all. The school reward system celebrates and rewards achievement and effort and is inclusive of all students. It also celebrates and rewards students who display values of tolerance, kindness and respect to fellow students.

5.6 Responding to concerns. All concerns raised by staff or other students are investigated as safeguarding issues according to the school safeguarding policy. Feedback is given to reporting staff/students and issues warranting further investigation are reported to Poole Borough Prevent team.

5.7 Robust safeguarding protocols and procedures. These are audited annually through the safeguarding policy (Poole Borough Authority Policy) and through a Safeguard audit carried out by the borough safeguard lead. This encourages a culture where all staff and students feel empowered and enable to raise concerns in a non-threatening and supportive environment. At St Edward's we fully committed to safeguarding and promoting the welfare of all our students. We recognise that safeguarding against radicalisation is no different to safeguarding against any other vulnerability. At St Edward's all staff are expected to uphold and promote the fundamental British values as defined in the Prevent Strategy.

5.8 Clear channels of communication for passing on concerns. Poole Borough Prevent team have a clear process (the channel) which forms part of the national strategy, St Edward's supports and recognises that concerns passed on to them will be dealt with appropriately. Should concerns arise about this process then the

Poole Borough Whistle-blower or complaints policy will be adhered to and concerns reported until further action is taken.

5.9 Internet monitoring. St Edward's is committed to keeping our young people safe online. Websites with radicalised or extremist content are screened and blocked. Any staff finding such material will report immediately to the safeguard lead and ICT manager to take appropriate action. Any students found trying to access inappropriate material will be investigated through the normal safeguarding procedures and a referral made to Poole Borough Prevent team if deemed necessary.

5.10 Promoting resilience. The broad and balanced curriculum at St Edward's along with the extensive extra curriculum builds students resilience. This is inclusive of for all students and where necessary financial arrangements are made to ensure no students is excluded i.e. use of PP. Also all year 7 students undertake a yearlong course of building learning power which also promotes and develops independence, resilience, critical thinking and evaluative skills all which equip our young people to lessen the risk of radicalisation.

6. Challenging Extremism

6.1 As part of the Safeguarding protocols and procedures staff will be alert to and report and concerns relating to extremism or radicalisation.

- Disclosures by students of their exposure to the extremist actions, views or materials of others outside of school i.e. home or community groups.
- The drawing of Symbols, writing or art work promoting extremist messages or images.
- Students accessing extremist material online including through social media sites.

- Parental reports of changes in behaviour, friendship or actions and requests for assistance.
- Other local schools, local authority services and police reports of issues affecting our students
- Students voicing opinions drawn from extremist ideologies or 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, sexuality, race, colour or cultural
- Attempts to impose extremist views or practices on others
- Anti – Western or Anti - British views

6.2   St Edward's will **tackle any myths and assumptions** that can lead to some young people becoming alienated and disempowered.

6.3   At Edward's will ensure **support and approaches** are in place to help our students build resilience to extremism and give them a positive sense of identity through the development of critical thinking and evaluative bias.

6.4   We will provide **staff training** to ensure staff are confident they can recognise extremist behaviour or those at risk from radicalisation as well.

6.5   We will help and support learners who may be **vulnerable** to such influences as part of our wider safeguarding responsibilities and if necessary refer students through the Borough "Channel" process.

6.6   We will liaise with **external agencies** when concerns arise and share information to safeguard our young people.

7. **British Values**

7.1   St Edward's actively promotes the British Values as defined by Ofsted *"acceptance and engagement with the fundamental British values of democracy, the rule of law, individual liberty, mutual respect and tolerance of those of different faiths and beliefs; the pupils develop and demonstrate skills and attributes that will allow them to participate in and contribute positively to life in modern Britain."*

8. Document links

8.1   St. Edwards School documentation;
- Safeguarding Policy
- E-Safety Policy
- ICT Acceptable Use Policy

9. References

9.1   A range of external material was consulted in the construction of the Prevent Policy:
- DCSF "Learning Together To Be Safe" A toolkit to help schools contribute to the prevention of violent extremism.
- DFE Prevent Duty 2011 paper
- OFSTED British Values