



Prevent Policy

Version 2.0

<p>Important: This document can only be considered valid when viewed on the school website. If this document has been printed or saved to another location, you must check that the version number on your copy matches that of the document online.</p> <p>Name and Title of Author:</p>	<p>Jonny Uttley, Executive Principal</p>
<p>Name of Responsible Committee/Individual:</p>	<p>Board of Trustees</p>
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<p>Target Audience:</p>	<p>All Staff, Parents, Students, Community Users, Key Stakeholders</p>
<p>Related Documents</p>	<p>Behaviour for Learning Policy Child Protection Policy Attendance Policy Inclusion Policy SEND Policy Acceptable Use of ICT Policy British Values Policy</p>
<p>References This guidance should be read in conjunction with other relevant guidance. In England, this includes Working Together to Safeguard Children, Keeping Children Safe in Education and Information Sharing: Her Majesty's Government advice for professionals providing safeguarding services to children, young people, parents and carers.</p>	<p>OFSTED guidance (www.ofsted.gov.uk) Prevent Duty Guidance 2015 Keeping Children Safe in Education (September 2018) Education Act 2011 The Education (Independent Schools Standards) Regulations 2014 The Equality Act 2010</p>

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Policy Statement

This policy outlines the principles and values underpinning the expectations of The Education Alliance for preventing and responding to extremism.

1. Purpose and Scope

The threat to the UK from extremism, such as international terrorism, is substantial. The safeguarding threats that we now face are more diverse than ever before, dispersed across a wider geographical, social, technological and cultural platforms.

Dealing with violent extremism is nothing new. Throughout history there have been groups prepared to use violence to achieve their aims. A small minority of these seek to groom and radicalise young people with an ideology which may justify the use of violence through a distorted interpretation of a particular set of values.

In line with guidance from the Department for Education (DfE), The Education Alliance aims to safeguard all its children from the threat of extremism. We have a zero tolerance of extremist ideologies and behaviour. The school ensures that our care, guidance and curriculum empowers children to reject violent or extremist behaviour and to be safeguarded through education.

Young people can be exposed to a wide range of extremist influences or prejudiced views and behaviours, including via the internet, from an early age. Early intervention and education is a preferable way of safeguarding against extremism and radicalisation.

2. Roles and Responsibilities

It is everyone's responsibility to identify, report on and prevent extremism. Each group has individual responsibilities that must be adhered to if extremism is to be dealt with effectively.

School Leaders:

- Must ensure that staff are aware of and have read the policy and understand the procedures outlined.
- Must ensure students and, where appropriate, parents/carers, are given regular feedback on the action being taken.
- Must report concerns to Channel via Early Help and Advice Support Hub (EHASH).

Staff:

- Must read and adhere to the policy.
- Must always strive to be aware of potential or actual extremism and take action when there are concerns.
- Must report and record all concerns following the school's procedures.
- Must not promote partisan political views in teaching and where political issues are brought to the attention of students they are offered a balanced presentation of opposing views.

Trustees / Governors:

- Must ensure that the school has a Prevent policy and that it is regularly reviewed every two years.
- Must ensure that there is a member of the Senior Leadership Team in each school that has specific responsibility for Prevent agenda.
- Must ensure that the effectiveness of the Prevent Policy is regularly monitored and that this is reported to the Local Governing Bodies.

Parents:

- Should contact the school immediately if they know or suspect their child is at risk in order to work in partnership with the school. This applies even if the child has asked for 'secrecy'.
- Should share with the school any concerns they have that children are at risk of extremism, even when it does not directly involve their child.

3. Equality and Diversity

The Education Alliance is committed to:

- Eliminating discrimination and promoting equality and diversity in its policies, procedures and guidelines.
- Delivering high quality teaching and services that meet the diverse needs of its student population and its workforce, ensuring that no individual or group is disadvantaged.

4. Teaching and Learning

Our aim is to deliver teaching and learning which meets the needs of every single student in school, basing our planning on rigorous assessment and observation, mapping out challenging, supportive next steps. We plan our curriculum activities and our personalised teaching and learning approach to match the following rationale:

- Flexible, personalised timeframes for learning, based on excellent student-centred teaching with teachers highly conversant in the complexities and specialisms of their practice.
- Cross Curricular Big Questions at Key Stage 3, encouraging deep-thinking investigations, which prepare our students for 21st Century living and engage them in learning with enjoyment and passion.
- Inspirational and challenging learning activities, which have the principles of enquiry and investigation at their core, generating a lifelong love of learning, enquiry and discovery and a systematic means of approaching challenging and new tasks.
- Cross-phase and multi-disciplinary expertise for planning, delivery, monitoring and review, to ensure each child has the opportunity to build successfully on their learning from 4 to 19.
- Student resilience, independence, confidence and readiness to meet the rigours of education, through to the work place, university and beyond, and the demands of living and working in a rapidly-changing technological world.
- Innovative, immersive and inclusive learning resources, combining the best of expert input, outdoor, hands-on, experiential learning and digital interfaces, to give students every opportunity to aspire to their full academic potential.

5. Definitions

Radicalisation can be both violent and non-violent. Radicalisation is a process by which an individual or group comes to adopt increasingly extreme political, social or religious ideals and aspirations that reject or undermine contemporary ideas and expressions of freedom of choice.

Extremism can be defined as “holding of extreme opinions: the holding of extreme political or religious views or the taking of extreme actions on the basis of those views”. Preventing extremism in our school is a matter of safeguarding.

6. Systems and Procedures

Under the statutory guidance issued under section 29 of the Counter-Terrorism and Security Act 2015, our schools will ensure that children are safeguarded from extremism in the following ways, from the very beginning of their school career:

- All staff are trained to have an awareness and understanding of the risk of radicalisation in our area, institution or body.
- School leaders ensure that all staff understand what radicalisation means and why young people may become vulnerable to it.
- Understand what is meant by the term ‘extremism’ and what that means in a particular school’s specific context.
- Understand the relationship between extremism and terrorism.
- Work in partnership to ensure positive co-operation, for example with other schools, the police and members of the community.
- All staff are trained to know what measures are available to prevent children being drawn into extremism and how the ideology can be challenged.
- All staff are given clear directions as to how to identify and record and causes for concern, as well as how to escalate those to the safeguarding officer in school.

We teach a broad and balanced curriculum which promotes the spiritual, moral, cultural, mental and physical development of students and prepares them for the opportunities, responsibilities and experiences of life.

Through our liaison with parents and families, across The Education Alliance, as well as other agencies and stakeholders, we promote community cohesion.

Through our PHSE programmes, extra-curricular activities, tutor time, citizenship, community contribution schemes and inclusion intervention programmes, we fulfil our explicit requirement to promote fundamental British values, promoting the spiritual, moral, social and cultural development of students.

Prevent in The Education Alliance Schools

We recognise that we serve a large community of families, from an increasingly wide range of back grounds, some of whom are impressionable or even vulnerable members of society, which accordingly places clear duties upon us to keep children safe and promote their welfare.

All staff are trained to be alert to any safeguarding and child protection issues in the child's life at home or elsewhere.

The staff are trained to take action to protect children from harm and are alert to harmful behaviour by other adults (or peers) in the child's life. Focus on children's personal, social and emotional development is achieved through the delivery of a broad and balanced curriculum. Community cohesion is enhanced through the work of expert teams such as: pastoral leaders; house leaders; inclusion specialists and learning support staff. In addition tutors provide personal and academic mentoring.

Through delivery of a broad and balanced curriculum, staff ensure that the Prevent approach shapes what the children are taught in an age appropriate way, through ensuring younger children learn right from wrong, mix and share with other children and value other's views, know about similarities and differences between themselves and others, and challenge negative attitudes and stereotypes. Students throughout the key stages engage with the fundamentals of British values; particularly in subjects such as Geography, History, English, ICT, alongside of the statutory requirements of PSHE and RS. In addition students are supported to make safe choices through a coordinated programme of assemblies, and tutor time. In Key Stages 1-3 the Big Questions structure of the curriculum enables students to engage in thoughtful discussions on important issues like: stereotyping of minorities and racism; ideas of democracy and justice; exploring freedom of speech and human and animal rights. Students are encouraged to embrace the culture of open and respectful debate and are given opportunities to explore the function of Parliament; the role of the media; explore the risks associated with changing technology across a wide range of subjects.

7. Referral and Intervention

Any identified concerns resulting from observed behaviour or reported conversations which suggest that a pupil supports terrorism and/or extremism must follow the normal safeguarding procedures and be reported to the Child Protection Co-ordinator or Deputy Child Protection Officer.

Where a young person is thought to be in need or there is a risk of significant harm which requires investigation then a referral to Children's Social Care should be made in line with the school Child Protection Policy (even though parental consent may be withheld). It should be recognised that concerns of this nature relating to violent extremism require police investigation. Therefore as part of the referral process the designated professional will also raise an electronic referral to Channel (prevent@humbersidepnn.police.uk 01482 220754).

Channel Referral Process

It is important that liaison with the police forms an early part of all investigations. Humberside Police will carry out an initial assessment and, if appropriate, set up a multi-agency meeting to agree actions for supporting the individual. If it is deemed that there are no concerns around radicalisation, other ways to provide appropriate and targeted support will be considered for the young person.

8. Monitoring of Compliance with and Effectiveness of the Policy

The **Board of Trustees of The Education Alliance** is responsible for the final approval of this policy and procedure.

The **Chief Executive Officer of The Education Alliance** is responsible for ensuring that this policy and procedure is implemented fairly, consistently and objectively.

The **Heads of School** within **The Education Alliance** are responsible for overseeing the introduction, implementation, monitoring and review of this policy.

9. Review

This policy will be reviewed within 2 years of the date of implementation.