

BELIEVE	IN A HEALTHY MIND AND BODY
	IN STRIVING TO BE THE BEST WE CAN BE
	IN RESPECTING EACH OTHER AND OURSELVES
GROW	THROUGH LEARNING
	IN HUMANITY AND KINDNESS
	THROUGH EMBRACING OUR OPPORTUNITIES
SUCCEED	IN MAKING OTHERS PROUD
	IN BUILDING POSITIVE RELATIONSHIPS
	IN BEING RESILIENT AND COURAGEOUS

Prevent Policy

Version 19.07

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Introduction

As a school, we share the view that protecting our pupils from exposure to extremist and radicalised narratives and influences are serious safeguarding concerns as set out in this policy and the safeguarding policy. We also recognise that if we fail to equip our pupils with the skills, knowledge and understanding to think critically, recognise the negative impact of extremism on communities and challenge viewpoints that are contrary to British values, then we are failing to protect our pupils.

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. As a school, we recognise that extremists will target young people because of their vulnerability and can groom them for radicalisation. 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. We therefore will provide a broad and balanced curriculum, delivered by skilled professionals, so that our pupils are enriched, understand and become tolerant of difference and diversity and also to ensure that they thrive, feel valued and not marginalized.

We are also 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, and at times pupils 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 pupils or staff will always be challenged and where appropriate dealt with in line with our Behaviour and Discipline Policy for pupils and the Code of Conduct for staff.

Definition

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”. “Extremism 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. We also include in our definition of extremism calls for the death of members of our armed forces, whether in this country or overseas” (HM Government Prevent Strategy 2011)

Radicalisation is defined as the process by which people come to support terrorism and extremism and, in some cases, to then participate in terrorist groups.

‘Vulnerability’ describes the condition of being capable of being injured; difficult to defend; open to moral or ideological attack. Within Prevent, the word describes factors and characteristics associated with being susceptible to radicalisation.



Strategies for Preventing Extremism

The Office for Security & Counter Terrorism works to counter the threat from terrorism and their work is detailed in the counter terrorism strategy CONTEST. This strategy is based on four areas of work:

Pursue	To stop terrorist attacks
Prevent	To stop people becoming terrorists or supporting terrorism
Protect	To strengthen our protection against a terrorist attack
Prepare	To mitigate the impact of a terrorist attack

AIMS

Respond as a school to the threat of violent extremist groups and the risks for young people. Provide information about what can cause violent extremism, about preventative actions taking place locally and nationally and where we can get additional information and advice. 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 pupils or groups who may be vulnerable to being drawn into violent extremist activity. Provide advice on managing risks and responding to incidents locally, nationally or internationally that might have an impact on the school community.

The school will use these principles to guide our work in all areas including building on our work in: Promoting pupil wellbeing, equalities and community cohesion. Building the resilience of the school, working with partners, to prevent pupils becoming the victims or causes of harm. Working with other agencies and parents to build community networks of support for the school. We will endeavour to train and empower all our staff to challenge any behaviour or language that come from an extremist viewpoint and contrary to fundamental British values.

- **Respond** through teaching, learning, and the assembly / tutor time programme to the threat of violent extremist groups and the risks for young people. Spotting the signs of grooming both online and off and empower our pupils to be both personally and digitally resilient.
- **Provide information** for pupils and parents about preventative actions taking place locally and nationally and where we can get additional information and advice.
- Help our pupils to understand the **positive contribution** they can make to respecting, protecting and promoting British values. Empower our pupils to create communities that are more resilient to extremism and **protect the wellbeing** of particular pupils or groups who may be more vulnerable to being drawn into violent extremist activity.

The school will use these principles to guide our work in all areas including building on our work in:

- Promoting pupil wellbeing, equalities, British values and community cohesion
- Building the resilience of the school, working with partners, to prevent pupils becoming the victims or causes of harm.
- Working with other agencies and parents to build community networks of support for the school.

As part of wider safeguarding responsibilities school staff will be alert to:

- Disclosures by pupils 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 pupils have not actively sought these out.
- Graffiti symbols, writing or artwork promoting extremist messages or images
- Pupils accessing extremist material online, including through social networking sites



- Pupils being exposed to fake propaganda materials designed to incite.
- Parental reports of changes in behaviour, friendship or actions and requests for assistance
- Partner schools, local authority services, and police reports of issues affecting pupils in other schools or settings
- Pupils 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
- Recognising that the media can incorrectly increase public perceptions locally of an increase in disorder that can exacerbate grievances.
- The risk of covert extremist activity, which is harder to challenge, and the risk of self-radicalisation through access to internet sites.
- A rising trend in in far-right ideology within the borough.
- White supremacist right wing extremist views and Islamic extremist views.

Curriculum 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 provided on a whole school level that ensures a broad and balanced curriculum that helps protect pupils and promotes community cohesion. Every department will have initiatives and activities that promote pupils spiritual, moral, social and emotional needs. In PDE pupils will specifically learn about protecting themselves against extreme and radical influences. We will ensure that all of our teaching approaches help our pupils build resilience to extremism and give pupils a positive sense of identity through the development of critical thinking around the power of influence, particularly online and on social media. Staff will feel empowered to challenge pupils, parents and other staff members if opinions expressed are contrary to fundamental British values and promotion of community cohesion.

We will be flexible enough to adapt our teaching approaches, as appropriate, to address specific issues so as to become even more relevant to the current issues of extremism and radicalisation.

- Making a connection with young people through good teaching design and a pupil centred approach.
- Facilitating a ‘safe space’ for dialogue, and
- Equipping our pupils with the appropriate skills, knowledge, understanding and awareness for resilience.

This approach will be embedded within the ethos of our school so that pupils know and understand what safe and acceptable behaviour is in the context of extremism and radicalisation. This will work in conjunction with our schools approach to the spiritual, moral, social and cultural development of pupils as defined in Ofsted’s School Inspection Handbook and will include the sound use of assemblies and tutor time to help further promote this rounded development of our pupils. Our goal is to build mutual respect and understanding and to promote the use of dialogue not violence as a form of conflict resolution. We will achieve this by using a curriculum that includes:

- Citizenship programmes
- Protecting, respecting and promoting human rights and equalities
- Open discussion and debate



- Work on anti-violence and a restorative approach addressed throughout curriculum
- Focussed educational programmes

Our school will closely follow any locally agreed procedure as set out by the Local Authority and/or our Safeguarding Children Board's agreed processes and criteria for safeguarding individuals vulnerable to extremism and radicalisation. In the event of concerns about a person becoming radicalised staff and pupils will initially refer to the designated safeguard lead for Prevent who will then consider the use of the Channel process.

Channel is a bespoke panel who meet to address issues of individuals who have been identified as being at risk of radicalisation but have not committed any terrorism offence. The Channel Panel meet when a referral has been made and referrals can be made by anyone.

'Channel' is a voluntary Government funded programme which aims to safeguard children and adults from being drawn into terrorist activity. 'Channel' can provide a support plan and specific interventions to protect people at risk, including mentoring support or an ideological or theological intervention. If you want to find out more about 'Channel' <https://www.gov.uk/government/publications/channel-guidance> or call 101 to discuss your concerns.

Our role, as a school, is outlined more specifically in the DCSF document **Learning together to be safe:** www.communitycohesionncc.org.uk/docs/280.pdf

A toolkit to help schools contribute to the prevention of violent extremism.'

If you are concerned that a child's life is in immediate danger, or that they may be imminently planning to travel to Syria or Iraq dial 999 or call the confidential Anti-Terrorist Hotline on 0800 789 321.

Prevent Duty Guidance: for specified authorities in England and Wales on the duty in the Counter-Terrorism and Security Act 2015 to have due regard to the need to prevent people from being drawn into terrorism

<https://www.gov.uk/government/publications/protecting-children-from-radicalisation-the-prevent-duty>

Prevent Duty Factsheet

<https://www.gov.uk/government/publications/factsheet-prevent-duty>

How social media is used to encourage travel to Syria and Iraq

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/440450/How_social_media_is_used_to_encourage_travel_to_Syria_and_Iraq.pdf

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