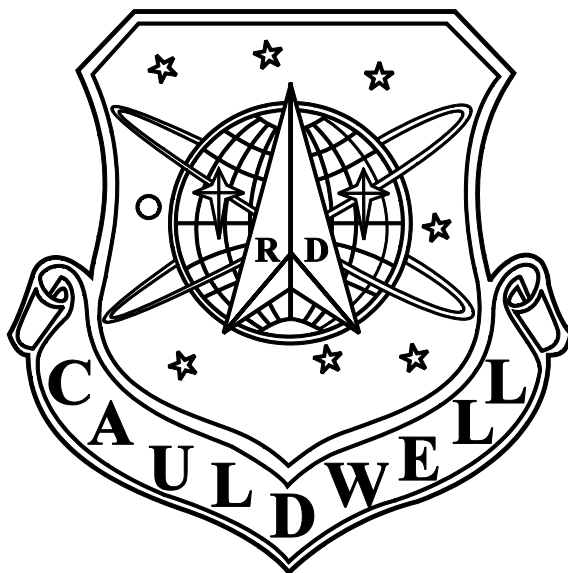


# Cauldwell School



<b>CS057</b>	<b>Version 1</b>	<b>Prevent Policy</b>	
<b>Co-ordinator:</b>	Judith Apps		
<b>Link Governor:</b>	Jane Knapp		
<b>Approval:</b>	Brought to the FGB for discussion and approval.		
<b>Document Location:</b>	<ul style="list-style-type: none"><li>• Staff Handbook on VLE</li><li>• School website.</li></ul>		
<b>Review Frequency:</b>	Biennial	<b>Review Date:</b>	July 2018

**Document History:**

<b>Version</b>	<b>Description</b>	<b>Date</b>	<b>By</b>
1.0	This policy was written in accordance with The Prevent Duty (DfE, June 2015).	8 <sup>th</sup> July 2016	J Apps
	Policy approved by Full Governing Body	21 <sup>st</sup> September 2016	Governors
	Filed with minutes, in Staff Handbook, on the VLE and published on the website.	27 <sup>th</sup> September 2016	S Aspey

This policy forms part of the school's commitment to keeping children safe. Since the 'Education and Inspections Act 2006', schools have a duty to promote community cohesion. Over the last few years, global events have led to a growth in extremist viewpoints, including advocacy of violent extremism. In March 2015, new statutory duties were placed on schools by the Counter Terrorism and Security Act (2015) which requires them to work to prevent children being drawn into extremism.

Safeguarding children from all risks of harm is a key element of the school's responsibility, and protecting from extremism is one aspect of that. Schools have an important part to play in both educating children and young people about extremism and recognising when pupils are at risk of becoming radicalised.

We have a duty to prepare our children for life in modern Britain and to keep them safe. All staff are expected to uphold and promote the fundamental principles of British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs.

Evidence shows that children with low aspirations are more vulnerable to radicalisation. Therefore, the school's ethos and work it carries out to ensure pupils have confidence and self-believe, are tolerant and respectful whilst having high expectations of themselves, are crucial in combating radicalisation.

### **Aims**

The main aims of this policy statement are to ensure that staff and governors are vigilant for the signs of radicalisation; that they overcome professional disbelief that such issues 'will not happen here' and ensure that we work alongside other professional bodies and agencies to ensure that our children are safe from harm.

### **Objectives**

- All governors, teachers, teaching assistants and non-teaching staff will have an understanding of what radicalisation and extremism are and why we need to be vigilant in school
- All governors, teachers, teaching assistants and non-teaching staff will know what the school policy is on anti-radicalisation and extremism and will follow the policy when issues arise
- The school will ensure this policy is available to the wider school community through its website and in hard copy from the school office on request.

### **Definitions**

Radicalisation: refers to the process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups.

Extremism: We have adopted the 2011 Prevent Strategy definition 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. We also include in our definition of extremism, calls for the death of members of our armed forces, whether in this country or overseas.

British Values: include democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs.

## **Signs of Vulnerability**

There are no known definitive indicators that a young person is vulnerable to radicalisation, but there are a number of signs that together increase the risk. These include:

- Continual refusal to conform
- Underachievement
- Being in possession of extremist literature
- Poverty
- Social exclusion
- Traumatic events
- Global or national events
- Religious conversion
- Change in behaviour
- Extremist influences
- Conflict with family over lifestyles
- Confused identity
- Victim or witness to race or hate crimes
- Rejection by peers, family, social groups or faith.

## **Recognising extremism**

Early indicators of radicalisation or extremism may include:

- Showing sympathy for extremist causes
- Glorifying violence, especially to other faiths or cultures
- Making remarks or comments about being at extremist events or rallies outside school (but there are also very powerful narratives, programmes and networks that young people can come across online so particular individuals / groups may not become apparent)
- Evidence of possessing illegal or extremist literature
- Advocating messages similar to illegal organisations or other extremist groups
- Out of character changes in dress, behaviour and peer relationships
- Secretive behaviour
- Online searches or sharing extremist messages or social profiles
- Intolerance of difference, including faith, culture, gender, race and sexuality
- Graffiti, art work or writing that displays extremist themes
- Attempts to impose extremist views or practices on others
- Verbalising anti-western or anti-British views
- Advocating violence towards others

## **Procedure for referrals**

Although serious incidents involving radicalisation have not occurred at Cauldwell School to date, it is important for us to be vigilant and fully informed about issues that affect the local and wider area. Staff are reminded to suspend any professional disbelief that incidents of radicalisation 'could not happen here' and to refer any concerns to the Safeguarding Officer, Mrs Judith Apps, Head Teacher or Mrs Noreen Leonard, Deputy Head Teacher, in her absence.

## **Role of the Curriculum**

We are committed to ensuring that our pupils are offered a broad and balanced curriculum that aims to prepare them for life in modern Britain. We encourage our pupils to be inquisitive learners who are open to new experiences and are tolerant of others. Our values support the development of pupils as reflective learners within a safe, respectful and tolerant learning environment.

Through our curriculum, pupils are encouraged to share their views and recognise that they are entitled to have their own different beliefs which should not be used to influence others. Our PSHE and SMSC provision is embedded across the curriculum, and underpins the ethos of our school.

Pupils are taught how to stay safe when using the internet and encouraged to recognise that people are not always who they say they are online. They are taught to seek adult help if they are upset or concerned about anything they read or see on the internet. The internet provides children and young people with access to a wide-range of content, some of which is harmful. Extremists use the internet including social media, to share their messages. The filtering system used in our school blocks inappropriate content, including extremist material, but pupils are regularly reminded to report any inappropriate material that may get through the school's filter so the matter can be addressed.

## **Staff training**

Through INSET opportunities in school, we will ensure our staff is fully aware of the threats, risks and vulnerabilities that are linked to radicalisation and is aware of the process of radicalisation and how this might be identified early on. This information will also form part of our safeguarding training.

## **Safer recruitment**

We ensure our recruitment processes are rigorous, in line with statutory requirements, best practice guidance and the school's safer recruitment policy. These processes include the use of the DBS checks on all employees, governors and regular volunteers.

## **Visitors**

All visitors are accommodated in line with the school's Visitors to School policy. Contractors are required to sign documentation in advance of having access to school. LA contractors and university placement students are vetted by the LA / University. Visiting speakers are required to work to a pre-agreed mandate and, if at any time, the supervising staff consider the input inappropriate they are to take immediate action.

### **Links to other policies**

This policy links to the following policies:

- Safeguarding and Child Protection
- E-safety
- Whistleblowing
- Equal opportunities
- Anti-bullying
- PSHE
- British Values Statement
- Staff Code of Conduct

### **Statutory Duties**

The duty to prevent children and young people radicalised is set out in the following documents:

- Counter Terrorism and Security Act (2015)
- Keeping children Safe in Education (2015)
- Prevent Duty Guidance (2015)
- Working Together to Safeguard Children (2015)

### **Non-Statutory Guidance**

- Promoting fundamental British Values as part of SMSC in school; Departmental advice for maintained schools (DfE 2014)

### **Policy monitoring and review**

This policy will be reviewed every 2 years by the FGB.

Date of next review – July 2018.