Land of Learning Nursery and Primary School Prevent Policy

Date	Review Date	Coordinator	Nominated Committee Member
January 2020	Annual	S Vania	ALL

This policy should be read with:

- Safeguarding and child protection Policy
- Equality Policy
- Anti-bullying Policy
- Behaviour Management policy
- E-Safety Policy
- Prevent Duty Guidance
- Keeping Children safe in Education

Aims

At Land of Learning Nursery and Primary School we are fully committed to safeguarding and promoting the welfare of all our pupils. Every member of staff recognises that safeguarding against radicalisation and extremism is no different to safeguarding against any other vulnerability in today's society. This policy is to protect vulnerable individuals from being radicalised or exposed to extremist views by identifying who they are and promptly providing them with support.
The Prevent Policy is intended to provide a framework for dealing with issues relating to vulnerability, radicalisation and exposure to extreme views. We recognise that we are well placed to be able to identify safeguarding issues and this policy clearly sets out how the school will deal with such incidents and identifies how the curriculum and ethos underpins our actions.

Land of Learning Nursery and Primary School does not feature in the high risk ward within Leicester, although Leicester is a Priority Area for Prevent.

Objectives

All committee members, 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 school committee, teachers, teaching assistants and non-teaching staff will know what the school policy is on tackling extremism and radicalisation and will follow the policy guidance swiftly when issues arise.

All pupils will understand the dangers of radicalisation and exposure to extremist views; building resilience against these and knowing what to do if they experience them.

All parents/carers and pupils will know that the school has policies in place to keep pupils safe from harm and that the school regularly reviews its systems to ensure they are appropriate and effective.

Definitions and Indicators

Radicalisation is defined as the act or process of making a person more radical or favouring of extreme or fundamental changes in political, economic or social conditions, institutions or habits of the mind.

Extremism is defined as the holding of extreme political or religious views.

There are a number of behaviours which may indicate a child is at risk of being radicalised or exposed to extreme views. These include;

- Spending increasing time in the company of other suspected extremists.
- Changing their style of dress or personal appearance to accord with the group.
- Day-to-day behaviour becoming increasingly centred on an extremist ideology, group or cause.
- Loss of interest in other friends and activities not associated with the extremist ideology, group or cause.
- Possession of materials or symbols associated with an extremist cause.
- Attempts to recruit others to the group/cause.
- Communications with others that suggests identification with a group, cause or ideology.
- Using insulting or derogatory names for another group.
- Increase in prejudice-related incidents committed by that person – these may include;
    - physical or verbal assault
    - provocative behaviour
    - damage to property
    - derogatory name calling
    - possession of prejudice-related materials
    - prejudice related ridicule or name calling
    - inappropriate forms of address
    - refusal to co-operate
    - attempts to recruit to prejudice-related organisations
    - Condoning or supporting violence towards others.

Procedure for Referrals

At Land of Learning Nursery and Primary School it is very important for us to be constantly vigilant and remain fully informed about the issues which affect the local area, city and society in which we teach. Staff are reminded to suspend any ‘professional disbelief’ that instances of radicalisation ‘could not happen here’ and to be ‘professionally inquisitive’ where concerns arise, referring any concerns through the appropriate channels. (See appendix 1 – Dealing with referrals)

We believe that it is possible to intervene to protect people who are vulnerable.

Early intervention is vital and staff must be aware of the established processes for front line professionals to refer concerns about individuals and/or groups. We must have the confidence to challenge, the confidence to intervene and ensure that we have strong safeguarding practices based on the most up-to-date guidance and best practise.

All members of the Senior Leadership Team (SLT) are trained as Designated Senior Leaders for Child Protection and Safeguarding and will deal swiftly with any referrals made by staff or with concerns reported by staff.

The Head Teacher and SLT will discuss the most appropriate course of action on a case-by-case basis and will decide when a referral to external agencies is needed (see appendix 1 – Dealing with referrals)

As with any child protection referral, staff must be made aware that if they do not agree with a decision not to refer, they can make the referral themselves and will be given the contact details to do this via the safeguarding board in the staffroom.

School Committee, Leaders and Staff

The Head Teacher and all members of the SLT are the leaders for referrals relating to extremism and radicalisation. In the unlikely event that no SLT members and the Head Teacher are not available, all staff know the channels by which to make referrals via the safeguarding board in the staffroom.

Staff will be fully briefed about what to do if they are concerned about the possibility of radicalisation relating to a pupil, or if they need to discuss specific children whom they consider to be vulnerable to radicalisation or extremist views.

The SLT will work in conjunction with the Head Teacher, Pastoral Care Team and external agencies to decide the best course of action to address concerns which arise.

Prejudicial behaviour can be a factor in radicalisation and extremism.

The Role of the Curriculum

Our curriculum is broad and balanced. It promotes respect, tolerance and diversity. Children 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 provision is embedded across the curriculum, including in morning circle times. It directs our assemblies and underpins the ethos of the school. It is recognised that children with low aspirations are more vulnerable to radicalisation and therefore we strive to equip our pupils with confidence, self-belief, respect and tolerance as well as setting high standards and expectations for themselves.

Children are regularly taught about how to stay safe when using the internet and are 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.

Staff Training

Through INSET opportunities in school, we ensure that our staff are fully aware of the threats, risks and vulnerabilities that are linked to radicalisation; are aware of the process of radicalisation and how this might be identified early on and are aware of how we can provide support as a school to ensure that our children are resilient and able to resist involvement in radical or extreme activities.
We engage actively with the Prevent Team and have regular visits from the Prevent Coordinator and Police Prevent Lead. We organise training for staff and informal and formal meetings with parents.

Visitors and the Use of School Premises

If any member of staff wishes to invite a visitor in the school, they must first complete a visitor request form. Only after written agreement from the Head Teacher can the visitor enter school and then they will be subject to Safeguarding Checks including DBS checks and photo identification. Children are NEVER left unsupervised with external visitors, regardless of safeguarding check outcomes.

Upon arriving at the school, all visitors including contractors, will read the child protection and safeguarding guidance and be made aware of who the DSLs are and how to report any concerns which they may experience.

If any agreement is made to allow non-school groups or organisations to use the premises, appropriate checks will be made before agreeing the contract. Usage will be monitored and in the event of any behaviour not in-keeping with the Tackling Extremism and Radicalisation Policy, the school will contact the police and terminate the contract.

Responsibility for the Policy

All members of school staff have a responsibility for ensuring children are kept safe and are not able to be influenced by extremist ideology. The following includes a more specific list of the kinds of responsibilities which individuals might have.

Role of the Class Teacher

Class teachers are responsible for reading and complying with this policy, in particular:

- understanding what radicalisation and extremism are and why we need to be vigilant in school
- remaining constantly vigilant and fully informed about the issues which affect the local area, city and society
- Emphasising with their class the importance of maintaining balanced views
- regularly teaching about e-safety (how to stay safe when using the internet)
- Following the National Curriculum to ensure students are given a balanced view of issues which affect the local area, city and society
- know the behaviour that indicates a child is at risk of being radicalised or exposed to extreme views
- Monitoring students who are at risk of being radicalised or exposed to extreme views

- having the confidence to challenge extremist ideology
- having the confidence to intervene where a child is at risk of being radicalised or exposed to extreme views
- Ensuring they are aware of how to deal with any safeguarding issue and who to make a referral to
- Knowing what the school policy is on tackling extremism and radicalisation and will follow the policy guidance swiftly if/when issues arise.
- Be aware of the professional standards applying to them and the requirements of this standard.
- Informing the Head Teacher where there are concerns and acting upon them

Role of the Head Teacher

The Head teacher is responsible for:

- understanding what radicalisation and extremism are and why we need to be vigilant in school
- remaining constantly vigilant and fully informed about the issues which affect the local area, city and society
- Holding regular INSET days to ensure staffs are fully aware of the risks of radicalisation.
- Engaging actively with local police and Prevent to train staff and inform students
- vetting of speakers before they are allowed to address pupils
- Monitoring of trends in children's views and statements
- Contacting families where concerns are raised about risks of extremism
- Monitoring individual concerns raised by teachers.
- In the case where an incident occurs, the Head Teacher/DSL will discuss the most appropriate course of action and deal swiftly with the incident
- Ensure staff are fully briefed about what to do if they are concerned about the possibility of radicalisation relating to a pupil, or if they need to discuss specific children/incidents
- ensure all school personnel, pupils and parents are aware of and comply with this policy;
- monitor the effectiveness of this policy;
- annually report to the School Committee on the success and development of this policy

Role of all School Personnel

School Personnel are responsible for:

- understanding what radicalisation and extremism are and why we need to be vigilant in school
- remaining constantly vigilant and fully informed about the issues which affect the local area, city and society
- keep an up-to-date list of all visiting speakers with details of the organisations (if any) that they represent,
- keep an up-to-date list of any extra-curricular activities organised by or promoted by the school in which political issues are or might be brought to the attention of pupils

Role of Pupils

Pupils are responsible for:

- understanding what radicalisation and extremism are and why we need to be vigilant in school
- understand the dangers of radicalisation and exposure to extremist views;
- building resilience against extremist views
- knowing what to do if they experience extremist views.

Role of Parents/Carers

Parents/Carers are responsible for:

- understanding what radicalisation and extremism are and why we need to be vigilant in school
- Ensuring that their child is not indoctrinated or unduly influenced by anyone with extremist ideologies
- knowing that the school has policies in place to keep pupils safe from harm.

Raising Awareness of this Policy

We will raise awareness of this policy via:

- the School Welcome Booklet
- meetings with parents such as introductory, transition, parent-teacher consultations and periodic curriculum workshops
- school events and guest speakers
- meetings with school personnel
- Head Teacher's reports to the School Committee
- information displayed in the main school entrance

Monitoring the Effectiveness of the Policy

The practical application of this policy will be reviewed annually or when the need arises by the Deputy Head, the Head Teacher and the nominated Committee Member.

A statement of the policy's effectiveness and the necessary recommendations for improvement will be presented to the School Committee for further discussion and endorsement. (See Policy Evaluation)

Linked Policies

▪ British Values Policy	▪ Safeguarding Policy

This policy will be checked by the Prevent team and school committee members

Head Teacher:	S Vania	**Date:**	January 2020
Chair of School Committee:	M Master	**Date:**	January 2020

Initial Equality Impact Assessment

Please complete an initial equality impact assessment once this policy has been customised to suit your purposes.

Policy Title	The aim(s) of this policy	Existing policy (✓)	New/Proposed Policy (✓)	Updated Policy (✓)
			✓	

This policy affects or is likely to affect the following members of the school community (✓)	Pupils	School Personnel	Parents/carers	School Committee	School Volunteers	School Visitors	Wider School Community

Question	Equality Groups																								Conclusion	
	Age			Disability			Gender			Gender identity			Pregnancy or maternity			Race			Religion or belief			Sexual orientation				
Does or could this policy have a negative impact on any of the following?	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Undertake a full EIA if the answer is 'yes' or 'not sure'	
		✓			✓			✓			✓			✓			✓			✓			✓			Yes	No
																										✓
Does or could this policy help promote equality for any of the following?	Age			Disability			Gender			Gender identity			Pregnancy or maternity			Race			Religion or belief			Sexual orientation			Undertake a full EIA if the answer is 'no' or 'not sure'	
	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Yes	No
	✓			✓			✓			✓			✓			✓			✓			✓				✓
Does data collected from the equality groups have a positive impact on this policy?	Age			Disability			Gender			Gender identity			Pregnancy or maternity			Race			Religion or belief			Sexual orientation			Undertake a full EIA if the answer is 'no' or 'not sure'	
	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Yes	No
	✓			✓			✓			✓			✓			✓			✓			✓				✓

Conclusion	We have come to the conclusion that after undertaking an initial equality impact assessment that a full assessment is not required.

Preliminary EIA completed by	Date	Preliminary EIA approved by	Date

Policy Evaluation

Points to be considered	Yes	No	N/A	Please supply evidence
• Policy annually reviewed				
• Policy in line with current legislation				
• Coordinator in place				
• Nominated Committee Member in place				
• Coordinator carries out role effectively				
• Head Teacher, Deputy Head and nominated Committee Member work closely				
• Policy endorsed by School Committee				
• Policy regularly discussed at meetings of the School Committee				
• School personnel aware of this policy				
• School personnel comply with this policy				
• Pupils aware of this policy				
• Parents aware of this policy				
• Visitors aware of this policy				
• Local community aware of this policy				
• Funding in place				
• Policy complies with the Equality Act				
• Equality Impact Assessment undertaken				
• Policy referred to the School Handbook				
• Policy available from the school office				
• Policy available from the school website				
• School Council involved with policy development				
• All stakeholders take part in questionnaires and surveys				
• All associated training in place				
• All outlined procedures complied with				
• Linked policies in place and up to date				
• Associated policies in place and up to date				
A statement outlining the overall effectiveness of this policy				

Policy Approval Form

Policy Title:						**Date when written:**		
Policy written by:					**New Policy** (✓or x)	☐	**Revised Policy** (✓or x)	☐
Stakeholders consulted in policy production: (✓or x)	**School Committee**	**Senior Leadership Team**	**Teaching Personnel**	**Support Personnel**	**Administrative Personnel**	**Parents**	**Pupils**	**Local Community**
	☐	☐	☐	☐	☐	☐	☐	☐
Date when approved by School Committee:			**Date when presented to stakeholders:**			**Date when implemented:**		
Published on: (✓or x)	**School Website**		**School Prospectus**			**Staff Handbook**		
	☐		☐			☐		