

Grange Primary School



Prevent Policy

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SIGNED:

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1. Statement of Intent.

At Grange Primary School we believe in protecting our pupils from the risk of radicalisation, acknowledging this as an essential part, in all aspects of the school Safeguarding Duties.

This Policy has been created to ensure that all members of our staff are alert to changes in pupil's behavior, which may indicate that their need for help or protection. Further ensuring that staff can actively assess the risk of Pupils being drawn into terrorism.

Members of staff are expected to use their professional judgment to identify pupils who may be at risk of radicalisation and act accordingly.

2. Legal Framework.

- 2.1 This Policy has due regard to the following guidance and legislation, including but not limited to:

Legislation

- The Children Act 1989
- The Children Act 2004
- The Protection of Children Act 1999
- The Safeguarding of Venerable Groups Act 2006
- The Counter-Terrorism and Security Act 2015

Guidance

- DFE (2015) 'Revised Prevent Duty and Guidance for England and Wales'

2.2 This Policy will be implemented in conjunction with the School's:

- Anti-bullying Policy
- Safeguarding Policy
- E- Safety Policy
- Behaviour policy
- Social Networking

3. Definitions

3.1 For this policy, 'radicalisation' is defined as a process by which an Individual or group comes to adopt increasingly extreme political, social, or religious ideals and aspirations that reject or undermine the status quo or reject and undermine contemporary ideas and expressions of Freedom of Choice.

3.2 For this policy 'extremism' is defined as holding extreme political or religious views.

4. Risk Indicators:

4.1 The school regularly assesses the risk of pupils being drawn into terrorism and extremist activities. This involves a clear understanding of the risks that can affect pupils in our area and a specific understanding of how to identify pupils who are at risk.

4.2 The school recognises that certain behaviours may indicate that a pupil is at Risk of radicalisation. All members of staff are responsible for identifying these risk indicators and reporting them to a senior member of staff.

4.3 Indicators of vulnerability include:

Identity crisis, the pupil may be experiencing:

- Family tensions
- A sense of isolation
- Low self-esteem
- Disassociation from existing friendship groups
- A loss of interest in activities which they previously engaged in
- Searching for answers to question about identity, faith and belonging.

Personal crisis, the pupil may be experiencing:

- Migration
- Local community tension
- Events affecting their country or religion of origin
- Alienation from UK values
- A sense of grievance triggered by personal experience of racism or discrimination.

Unmet aspirations, the pupil may be experiencing:

- Perceptions of injustice
- Feelings of failure
- Rejection of civic life.

4.4 Other indicators:

- The use of derogatory language about a particular group
- Inappropriate forms of dress
- Possession of prejudice related material
- Property damage
- Refusal to cooperate with the requests of teachers or other adults
- Condoning or supporting engagement with extremist's ideologies or groups.

5. Making a judgement.

5.1 When making a judgement about the vulnerability of a pupil:

- Does the pupil have access to extremist influences?
- Does the pupil access the internet for purposes of extremist activities?
e.g. using closed network groups, accessing or distributing extremist material.
- Is there reason to believe that the pupil has been, or is likely to be, involved with extremist organisations?
- Is the pupil known to possess or actively seek extremist literature or other media that incite religious or racial hatred?
- Does the pupil sympathise or support illegal groups with links to extremist activity?
- Has the pupil encountered peer, social, family or faith group rejection?
- Have international events in areas of conflict and civil unrest had a noticeable impact on the pupil?
- Has there been a significant shift in the pupil's outward appearance that suggests a new social, political or religious influence?
- Has the pupil come into conflict with family over religious beliefs?

- Does the pupil vocally support terrorist attacks, either verbally or in their written work?
- Has the pupil witnessed or been the victim of radical or religious hate crime?
- Is there a pattern of regular extended travel within the UK or internationally?
- Does the pupil have experience of poverty, disadvantage or social exclusion?
- Does the pupil display a lack of affinity or understanding for others?
- Is the pupil a victim of social isolation?
- Does the pupil demonstrate a simplistic or flawed understanding of religion or politics?
- Is the pupil a foreign national, refugee or awaiting a decision on their family's immigration status?
- Does the pupil have insecure, conflicted or absent family relationships?
- Has the pupil experienced any trauma in their lives, particularly trauma associated with war or sectarian conflict?

5.2 Critical indicators include where the pupil is:

- In contact with extremist recruiters.
- Showing support for extremist causes or leaders.
- Accessing or possessing extremist websites.
- Using extremist narratives and a global ideology to explain personal disadvantage.
- Justifying the use of violence to solve social issues.
- Joining extremist organisations, or changes in appearance or behaviour.

6. Referrals.

6.1 Grange Primary is committed to protecting its children from radicalisation through a process of early intervention.

6.2 All members of staff are encouraged to raise any concerns they might have about a pupil with the Designated Safeguarding Lead (DSL),

Designated Safeguarding Leads:

- Mrs Charlie Summers (Head of School)
- Mrs Bev Williams (Safeguarding and behaviour Manger)
- Mrs Jo Goddard (SENDCo)

6.3 The DSL will assess the situation and decide what further actions are required, Decisions are made on a case-by-case basis. A decision will be made about referring the case, the member of staff will be made aware of the decision.

6.4 If the member of staff disagrees with a decision not to refer, they are entitled to make a referral themselves, when they harbour genuine concern that a pupil is at risk.

6.5 The DSL should contact:

- The Prevent team

prevent@warkickshireandwestmercia.pnn.police.uk

- DS Phillip Colley
01386 591835
- DC Jamma Greenow
01386 591825
- DC Gary Shephard
01386 591816
- PC Manjit Sidhu
01386 591815.

7. Staff Training.

7.1 Shrewsbury Academies Trust held a formal training session with all members of Staff and Governors, to ensure all staff are aware of the risk indicators and their duties regarding prevent radicalisation:

- Training took place on: 30th November 2015.
- List of staff and governors who have completed training is held in School Office.

7.2 The National Counter Terrorism Policing Headquarters in conjunction with The College of Policing have developed a general awareness e-learning package for Channel.

[http://course.ncalt.com/Channel General Awareness/01/index.html](http://course.ncalt.com/Channel%20General%20Awareness/01/index.html)

- Staff at the Grange Primary School have completed this training.
- For staff, new in post this will form part of their induction.

8. Preventing radicalisation.

8.1 At Grange Primary, we will ensure that children are safe from terrorist and extremist material when accessing the internet in school by having secure filters which will block inappropriate content.

8.2 The Grange Primary is dedicated to protecting pupils by engaging them in activities which help them become resilient to radical influences. These activities are part of the school's strategy to encourage tolerance and moderation of views in all pupils.

9. Policy Review.

9.1 This Policy is reviewed annually by the Safeguarding Committee along with the Head of School Mrs Charlie Summers, then shared with the Local Governing Committee.

9.2 The policy may need to be adapted as and when new guidance or national policy is released.

9.3 Parents will be issued with a hard copy of the policy on request, the policy will be made available to parents via the school website.

British Values & The Prevention of Radicalisation

BRITISH VALUES

The Department of Education have recently reinforced the need ***"to create and enforce a clear and rigorous expectation on all schools to promote the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs."***

The Government set out its definition of British values in the 2011 Prevent Strategy, and these values have been reiterated by the Prime Minister this year. At Grange Primary School these values are reinforced regularly and in the following ways:

Democracy

At Grange Primary School democracy is taken very seriously. Children are actively encouraged to have a voice and share their views and opinions regularly. Our active **school council** is one such example. Every September we have an election week when the candidates for class representatives on the school council pitch their election manifesto to the rest of their class. A secret ballot ensues and the results are announced in a special assembly. The children love this process and have great respect for the outcomes. The school council representatives (2 per class from Reception to Year 6) meet every week then take the ideas from the meeting back to their classes for discussion.

Every child also contributes their ideas to the composition of their own **class charter** every year. This sets ground rules for classroom conduct and establishes the standards of behaviour children can expect from each other over the year ahead. All children also complete an annual questionnaire which provides them with the opportunity to share their views of learning at Grange Primary School and suggest ways in which the school could be improved further.

Governors also talk regularly to children to establish their views as a way of ensuring that school self-evaluation is robust and accurate, and therefore effective in moving the school forward.

The Rule of Law

The importance of laws, whether they be those that govern the class, the school, or the country, are consistently reinforced throughout the school day, as well as when dealing with behaviour and through school assemblies. Children are taught the value and reasons behind laws, that they govern and protect us, the responsibilities that this involves and the consequences when laws are broken. Our schools rules,

rewards and sanctions which are displayed in all classrooms, referred to regularly and consistently upheld are a practical example of this.

Visits from authorities such as the Police and Fire Service help reinforce this message.

Individual Liberty

Within school, children are actively encouraged to make decisions and choices, knowing that they are in a safe and supportive environment. As a school we educate and provide boundaries for young children to take risks and make choices safely. Children are encouraged to know, understand and exercise their rights and personal freedoms and advised how to exercise these safely, for example through our E-Safety and PSHE lessons. Whether it be through choice of learning challenge, how they record their learning, participation in one of our extra-curricular clubs and opportunities, children are given the freedom to make choices and make decisions.

Mutual Respect

As a Church of England School, mutual respect is at the heart of our values. Children learn that their behaviours have an effect on their own rights and those of others. All members of the school community treat each other with respect.

Tolerance of Those of Different Faiths and Beliefs

Grange Primary School is situated in an area which is not culturally diverse, therefore we place a great emphasis on promoting diversity with the children. Assemblies are regularly planned to address this issue either directly or through the inclusion of stories and celebrations from a variety of faiths and cultures. Our RE and PSHE teaching reinforce this. Each year the children explore a world faith alongside their learning about Christianity. By the time they leave us all children have learnt about the beliefs and practices of people of the following world faiths; Judaism, Sikhism, Hinduism, Buddhism and Islam. Members of different faiths or religions are encouraged to share their knowledge to enhance learning within classes and the school.

At Grange Primary School we will actively challenge children, staff or parents expressing opinions contrary to fundamental British Values, including those expressing 'extremist' views.

PREVENTING RADICALISATION AND EXTREMISM

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.

The Governing Body of Grange Primary School has a **zero tolerance** approach to extremist behaviour for all school community members. We rely on our strong values to steer our work and ensure the pastoral care of our children protects them from exposure to negative influences.

Grange Primary School is fully committed to safeguarding and promoting the welfare of all its children. As a school we recognise that safeguarding against radicalisation is no different from safeguarding against any other vulnerability. At Grange Primary School 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.**

- Children are encouraged to adopt and live out our Core Values. These complement the key "British Values" of tolerance, respect, understanding, compassion and harmonious living.
- Children are helped to understand the importance of democracy and freedom of speech, through the SEAL (Social, emotional aspects of learning) assemblies and through the elected School Council members
- Children are taught how to keep themselves safe, in school and when using the internet.
- Children participate in local community events so that they appreciate and value their neighbours and friends who may not share their faith background.
- Children's wellbeing, confidence and resilience is promoted through our planned curriculum and extra curricular learning opportunities.
- Children are supported in making good choices from a very young age, so they understand the impact and consequences of their actions on others.

THE ROLE OF THE CURRICULUM

Our curriculum promotes respect, tolerance and diversity. Children are encouraged to express themselves through discussions, debates and consultations. The RE (Religious Education), PSHE (Personal, Social and Health Education), Citizenship and SMSC (Spiritual, Moral, Social and Cultural) provision is embedded across the curriculum, and underpins the ethos of our school. Children learn about all major faiths and visit places of worship wherever possible. They are also taught about how to stay safe when using the internet.

Although serious incidents involving radicalisation have not occurred at Grange Primary School to date, it is important for us to be constantly vigilant and remain fully informed about the issues which affect the region in which we teach. Staff are reminded to suspend any professional disbelief that instances of radicalisation 'could not happen here' and to refer any concerns through the Child Protection/ Safeguarding Lead Teachers.