

HAZELDENE SCHOOL



PREVENT POLICY

SEPTEMBER 2018

SIGNED DATE.....
HEADTEACHER

SIGNED DATE

CHAIR OF GOVERNORS

TO BE REVIEWED SEPTEMBER 2019

HAZELDENE SCHOOL

PREVENT POLICY

This policy should be read with the following policies;

Safeguarding & Child Protection Policy

Equality Policy

Anti-Bullying Policy

Behaviour Management Policy

E-Safety Policy

PREVENT Strategy HM Gov

Keeping Children Safe in Education DfE September 2018

Working Together to Safeguard Children HM Gov March 2015

What is PREVENT?

Prevent is about safeguarding people and communities from the threat of terrorism. Prevent is 1 of the 4 elements of CONTEST, the Government's counter-terrorism strategy. It aims to stop people becoming terrorists or supporting terrorism.

Much of the work all we do in school will help contribute to the goal of preventing violence. For example, we

- promote pupil wellbeing, equalities and community cohesion;
- build the resilience of the school, working with partners to prevent pupils becoming the victims or causes of harm;
- work with other agencies and parents to build community networks of support for the school.

The Government definition of extremism is: "Being 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 included in our definition of extremism calls for the death of members of our armed forces, whether in this country or overseas".

We all have a role to play in making the Bedford Borough a place where people from all backgrounds get on and live safely together. In recognising extremism, early indicators may include:

- showing sympathy for extremist causes;
- glorifying violence;

- evidence of possessing or accessing illegal or extremist literature;
- advocating messages similar to illegal organisations such as ‘Muslims Against Crusades’ or other non-prescribed extremist groups such as ‘The English Defence League’.

The school actively promotes the government’s definition of British values from the 2011 Prevent Strategy - values of:

- democracy
- the rule of law
- individual liberty
- mutual respect
- tolerance of those of different faiths and beliefs

The school takes a broad, holistic view towards preventing violent extremism. We divide our approach into the following three areas –

1. **Ensuring appropriate adult interaction with pupils:**

We operate a safer recruitment policy to ensure that our staff are suitable to work with children. See our ‘Safer Recruitment Framework’ for details.

The school researches any person/visitor who comes to school to present information directly to our pupils. We do not allow anyone to present information to the school community that is not in accordance with the schools ethos of encouraging tolerance and respecting diversity.

On entering the school building, all visitors are asked to sign in at the school office and, by doing so, they are agreeing to abide by the school ethos outlined above. Anyone who declines our request to sign in and agree to supporting this ethos will not be given access to our school community.

2. **Our curriculum:**

Within the context of the curriculum, five strands that support the prevention of violent extremism are to:

1. understand how an extremist narrative which can lead to harm can be challenged by staff in schools. Model to pupils how diverse views can be heard, analysed and challenged in a way which values freedom of speech and freedom from harm;
2. understand how to prevent harm to pupils by individuals, groups or others who promote violent extremism, and manage risks within the school;
3. understand how to support individuals who are vulnerable through strategies to support, challenge and protect;

4. increase the resilience of pupils and of school communities through helping pupils acquire skills and knowledge to challenge extremist views, and promoting an ethos and values that promotes respect for others;

5. use teaching styles and curriculum opportunities which allow grievances to be aired, explored and demonstrate the role of conflict resolution and active citizenship.

The development of Social, Moral, Spiritual and Cultural education (SMSC) takes place across the curriculum, with activities that encourage and promote pupils to reflect on their identity and their learning. SMSC has strong links to religious education, collective worship and Personal, Social, Health and Emotional education (PSHE). Children have opportunities within the PSHE and RE curriculum to investigate, discuss and debate moral issues which will link to the local, national or global community.

Diversity and tolerance are embedded in our curriculum through the wide range of activities the children participate in.

We celebrate Black History Month every year helping to build our children's tolerance and understanding of different cultures.

Also embedded within the curriculum is the opportunity for children to read stories from other cultures where they learn and reflect on difference and similarity. They explore different number systems and have weekly French lessons in Key Stage 2, where they learn about the French culture and acquire language skills. E-safety teaches children about appropriate online behaviour, activity and information gathering. The teaching of Art, Music, D&T, History and Geography gives children opportunities to explore a range of cultures through events, trips, topics and contexts and in English they discuss topics such as dealing with dilemmas and challenging stereotypes (see curriculum overviews for further guidance).

Our PHSCE leader holds a SEAL based assembly twice a half term to share a story with children where they learn about diversity and tolerance. Our assembly rota ensures that children have weekly opportunities to reflect on different cultures, religious festivals from across the world and how they relate to their own lives. On a Tuesday we have a weekly values assembly and celebrate the value of the month

3. Dealing with incidents / concerns:

Although serious incidents involving radicalisation have not occurred at Hazeldene School to date, it is 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. If a member of staff is concerned that something that they see or hear from a child or their family indicates that they may be exposed to ideas that promote fundamentalism or radicalisation, then they must report this to the Designated Senior Person / CP Lead immediately. The Bedford Borough

policy on next steps will then be adhered to. This will involve notifying the parents, Children's Social Care, The Social Inclusion Panel and Prevent, as appropriate.

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 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. 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.

4.GOVERNORS, 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 and external agencies to decide the best course of action to address concerns which arise.

5.STAFF TRAINING

Through INSET opportunities in school, we will 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.

Key contacts:

- **At Hazeldene School:**

Designated Senior Person / CP Leads – Helen Ward, Victoria Kilroy, Joanne Sumner, Tina Jeffers

Teaching and Learning Lead – Helen Ward
Healthy Schools Lead – Helen Ward, Sue Lewis, Jade Chapman
E-safety Lead – Jade Chapman

- **At Bedford Borough:**

If you think a child or young person is being abused or mistreated or you have concerns about the safety or welfare of a child, you must speak to someone immediately. You can ring the **Multi Agency Support Hub (MASH) on 01234 718700 (office hours) or ring 0300 300 8123 (out of hours).**

multiagency@bedford.gov.uk

If it is an emergency please ring 999

- **At Prevent:**

Bedfordshire Police contact information

DS 957 Mary Robinson is now the Prevent Sergeant for Luton and Helen Brooke is the DS for Beds and Central Beds.

Email address is Prevent@bedfordshire.pnn.police.uk

Useful website on PREVENT

<http://www.ltai.info/>

Further information:

[Protecting children from radicalisation: the prevent duty \(PDF\)](#)

[The use of social media for online radicalisation \(PDF\)](#)

HM Passport Office has published a guide explaining how you can request the cancellation of the passport of a child under 16 at risk of radicalisation.

[HM Passport Office 25 August 2015 guidance](#)

Appendix 1 – Dealing with referrals

We are aware of the potential indicating factors that a child is vulnerable to being radicalised or exposed to extreme views, including peer pressure, influence from other people or the internet, bullying, crime and anti-social behaviour, family tensions, race/hate crime, lack of self-esteem or identity, prejudicial behaviour and personal or political grievances

In the event of prejudicial behaviour the following system will be followed;

- All incidents of prejudicial behaviour will be reported directly to the SLT or the Head Teacher.
 - All incidents will be fully investigated and recorded in line with the Behaviour Policy and records will be kept in line with procedures for any other safeguarding incident.
 - Parents/carers will be contacted and the incident discussed in detail, aiming to identify motivating factors, any changes in circumstances at home, parental views of the incident and to assess whether the incident is serious enough to warrant a further referral. A note of this meeting is kept alongside the initial referral in the Safeguarding folder.
 - The SLT follow-up any referrals for a period of four weeks after the incident to assess whether there is a change in behaviour and/or attitude. A further meeting with parents would be held if there is not a significant positive change in behaviour.
- If deemed necessary, serious incidents will be discussed and referred to Jon Needham, fCAF Co-ordinator in Birmingham 0121 303 8117 or to Birmingham Children's Services on 0121 303 1888.
- In the event of a referral relating to serious concerns about potential radicalisation or extremism, the school will also contact Bedford Borough Police for our locality, Helen Brooke is the DS for Beds and Central Beds.