



Newlyn School

Prevent Duty Policy

Name of Policy: Prevent Duty Policy

Source	Newlyn School
Date written	December 2019
Reviewed on	March 2023
Next review date	March 2024
I confirm that this policy has been reviewed and adopted by the Governing Body of Newlyn School.	
Mrs P Williamson Chair of Governors	Date

Our Vision

Newlyn School is committed to providing a secure environment for students, where children feel safe and are kept safe. All adults at Newlyn School recognise that safeguarding is everyone's responsibility irrespective of the role they undertake or whether their role has direct contact or responsibility for children.

Statement of Intent

Protecting children from the risk of radicalisation is part of the school's wider safeguarding duties. We will actively assess the risk of children being drawn into terrorism. Staff will be alert to changes in children's behaviour which could indicate that they may be in need of help or protection. Staff will use their professional judgement to identify children who may be at risk of radicalisation and act appropriately – which may include making a referral to the Channel programme. The school will work with the Local Children's Safeguarding Board as appropriate.

When operating this policy, Newlyn School uses the following accepted government definition of extremism, as outlined in the Prevent Strategy 2015, which 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; and/or calls for the death of members of our armed forces, whether in this country or overseas'*.

Definitions

Radicalisation: 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/or undermine contemporary ideas and expressions of freedom of choice.

Extremism: holding extreme political or religious views; fanaticism.

There is no place for extremist views of any kind in our school, whether from internal sources (students, staff or governors) or external sources (school community, external agencies or individuals). Our children see Newlyn School as a safe place where they can explore controversial issues safely and where our teachers encourage and facilitate this – we have a duty to ensure this happens.

As a school, we recognise that extremism and exposure to extremist materials and influences can lead to poor outcomes for children and so should be addressed as a safeguarding concern as set out in this policy. We also recognise that if we fail to challenge extremist views we are failing to protect our students.

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. 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.

Therefore, at Newlyn School we will provide a broad and balanced curriculum, delivered by qualified professionals, so that our students are enriched, understand and become tolerant of difference and diversity and also to ensure that they thrive, feel valued and not marginalised.

Furthermore, at Newlyn School we are 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 the internet, and at times students may themselves reflect or display views that may be discriminatory, prejudiced or extremist, including derogatory language.

Any prejudice, discrimination or extremist views, including derogatory language displayed by student or staff will always be challenged and where appropriate dealt with in line with our Behaviour Policy, Child Protection and Safeguarding Policy, Our staff Code of Conduct and Teacher Standards.

Training

Newlyn School's designated safeguarding lead will undertake Prevent awareness training in order to be able to provide advice and support to other staff on how to protect children against the risk of radicalisation. The

designated safeguarding lead will hold formal training sessions with all members of staff to ensure they are aware of the risk indicators and their duties regarding preventing radicalisation. All Staff complete Prevent Safe Smart training.

Potential Warning Signs

As part of wider safeguarding responsibilities, Newlyn School staff will be alert to:

- Disclosure by students 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 students have not actively sort these out;
- Graffiti symbols, writing or art work promoting extremist messages or images;
- Students accessing extremist materials online, including through social networking sites;
- Parental reports of changes in behaviour, friendship or actions and requests for assistance;
- Local schools, local authority services and police reports of issues affecting students in other schools or settings;
- Students 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 Single Equality Scheme, views based on, but not exclusive to, gender, disability, homophobia, race or culture.
- Attempts to impose extremist views and practices on others;
- Anti-western or anti-British views.

Indicators of vulnerability to radicalisation

Children may become susceptible to radicalisation through a range of social, personal and environmental factors – it is known that violent extremists exploit vulnerabilities in individuals to drive a wedge between them and their families and communities. It is vital that school staff are able to recognise these vulnerabilities

Risk Indicators:

Indicators of an Identity Crisis:

- Distancing themselves from their cultural/religious heritage
- Uncomfortable with their place in society
- Changing style of dress or personal experience to accord with the group
- Conversation increasingly focussed on a particular (potentially extremist) ideology
- Possession of materials or symbols associated with an extremist cause

Indicators of a Personal Crisis:

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

Indicators of vulnerability through Personal Circumstances

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

Indicators of vulnerability through unmet aspirations

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

Experiences of Criminality

- involvement with criminal groups
- imprisonment and poor resettlement / reintegration

Special Educational Needs

- children may experience difficulties with social interaction, empathy with others, understanding the consequences of their actions and awareness of the motivation of others.

Other indicators:

- Using derogatory language about a particular group
- Inappropriate forms of address
- Possession of prejudice related material
- Property damage
- Refusal to cooperate with teachers/adults requests
- Condoning or supporting engagement with extremist ideologies or groups

This list is not exhaustive, nor does it mean that all young people experiencing the above are at risk of radicalisation for the purposes of violent extremism.

Making a Judgement

When making a judgement, staff will ask themselves the following questions:

- Does the child have access to extremist influences?
- Does the child access the internet for the purposes of extremist activities (e.g. using closed network groups, accessing or distributing extremist material, contacting covertly using Skype, etc.)?
- Is there a reason to believe that the child has been, or is likely to be, involved with extremist organisations?
- Is the child known to possess or actively seek extremist literature/other media likely to incite racial or religious hatred?
- Does the child sympathise with or support illegal/illicit groups?
- Does the child support groups with links to extremist activity?
- Has the child encountered peer, social, family or faith group rejection?
- Is there evidence of extremist ideological, political or religious influence on the child?
- Have international events in areas of conflict and civil unrest had a noticeable impact on the child?
- Has there been a significant shift in the child's outward appearance that suggests a new social, political or religious influence?
- Has the child come into conflict with family over religious beliefs, lifestyle or dress choices?
- Does the child vocally support terrorist attacks; either verbally or in their written work?
- Has the child witnessed or been the victim of racial or religious hate crime?
- Is there a pattern of regular or extended travel within the UK?
- Has the child travelled for extended periods of time to international locations?
- Does the child have experience of poverty, disadvantage, discrimination or social exclusion?
- Does the child display a lack of affinity or understanding for others?
- Is the child the victim of social isolation?
- Does the child demonstrate a simplistic or flawed understanding of religion or politics?
- Is the child a foreign national, refugee or awaiting a decision on their/their family's immigration status?
- Does the child have insecure, conflicted or absent family relationships?

- Has the child experienced any trauma in their lives, particularly trauma associated with war or sectarian conflict?
- Is there evidence that a significant adult or other person in the child's life has extremist views or sympathies?

Critical indicators include where the child is:

- In contact with extremist recruiters
- Articulating support for extremist causes or leaders
- Accessing extremist websites
- Possessing extremist literature
- Using extremist narratives and a global ideology to explain personal disadvantage
- Justifying the use of violence to solve societal issues
- Joining extremist organisations
- Making significant changes to their appearance and/or behaviour

Promoting Core British Values

At Newlyn School, we have determined "British Values" to be:

Democracy

The Rule of Law

Individual Liberty

Mutual respect and tolerance of those with different faiths and religions.

As a school we aim to develop and nurture these by:

- A well-structured curriculum including PSHE.
- An effective and well-managed School Council enabling students to actively participate in the democratic process.
- Promoting diversity through special curriculum events / assemblies.
- A broad and balanced curriculum that addresses many of these core values across a range of subject areas.
- Planning an engaging assembly programme with core ethical values and beliefs at its heart.
- Having a clearly communicated and consistently applied Behaviour Policy so that children understand what is expected of them and the consequences of both meeting and failing to meet these expectations.
- Adopting restorative approaches, where possible, to resolve any difficulties between members of our school community.
- Having a rigorous commitment to children's safety (for example: Child Protection / Safeguarding procedures, Health and Safety procedures, Staff Code of Conduct and Teacher Standards).

Preventing Radicalisation through Learning

In addition to a vigilant programme of awareness of risk indicators and referrals where necessary, Newlyn School is dedicated to protecting our pupils by engaging them in activities which help them to be more resilient to radical influences.

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 achieved by good teaching across all subjects. We will also adopt the methods outlined in the Government's guidance "*Teaching approaches that help build resilience to extremism among young people*" (DfE 2011).

We will ensure that all of our teaching approaches help our students build resilience to extremism and give students a positive sense of identity through the development of critical thinking skills. We will ensure that all of our staff are equipped to recognise extremism and are skilled and confident enough to challenge it.

Staff are trained and equipped with strategies to promote British Values. We will be flexible enough to adapt our teaching approaches to address specific issues so as to become even more relevant to the current issues of extremism and radicalisation.

In doing so, we will apply the “key ingredients” for success and we will apply the methodologies following the three broad categories of:

- Making a connections with young people through good teaching and child-centred approach;
- Facilitation a “safe space” for dialogue;
- Equipping our students with the appropriate skills, knowledge, understanding and awareness for resilience.

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:

- A SMSC programme that includes PSHE and Citizenship education;
- Open discussion and debate;
- Work on anti-violence and a restorative approach addressed throughout curriculum and the Behaviour policy.

We will also work with local partners, families and communities in our efforts to ensure our school understands and embraces our local context and values in challenging extremist views and to assist in the broadening of our children’s experiences and horizons.

We will help support students who may be vulnerable to such influences as part of our wider safeguarding responsibilities and where we believe a student is being directly affected by extremist materials or influences we will ensure that the student is offered support. Additionally, in such instances, our school will seek external support from the Local Authority and/or local partnership structures working to prevent extremism.

At Newlyn School, we will promote the values of democracy, the rule of law, individual liberty and mutual respect and tolerance for those with different faiths and beliefs. We will teach and encourage students to respect one another and to respect and tolerate difference, especially those of a different faith or no faith. It is indeed our most fundamental responsibility to keep our students safe and prepare them for life in both modern multi- cultural Britain and globally.

Use of External Agencies and Speakers

At Newlyn School, we encourage the use of external agencies or speakers to enrich the experiences of our students; however, we will positively vet those external agencies, individuals or speakers who we engage to provide such learning opportunities or experiences for our students.

These external agencies will be vetted to ensure that we do not unwittingly use agencies that contradict each other with their messages or that are inconsistent with, or are in complete opposition to, the school’s values and ethos. We must be aware that in some instances the work of external agencies may not directly be connected with the rest of the school curriculum, so we need to ensure that this work is of benefit to students.

Our school will assess the suitability and effectiveness of input from external agencies or individuals to ensure that:

- Any messages communicated to students are consistent with the ethos of the school and do not marginalise any communities, groups or individuals;
- Any messages do not seek to glorify criminal activity or violent extremism or seek to radicalise students through extreme or narrow views of faith, religion or culture or other ideologies;

- Activities are properly embedded in the curriculum and clearly mapped to any schemes of work used to avoid contradictory messages or duplication;
- Activities are matched to the needs of students.

We recognise, however, that the ethos of our school is to encourage students to understand opposing views and ideologies, appropriate to their age, understanding and abilities, and to be able to actively engage with them in informed debate, and we may use external agencies or speakers to facilitate and support this.

Therefore, by delivering a broad and balanced curriculum and SMSC programme, supported through the use of external sources where appropriate, we will strive to ensure our children recognise risk and build resilience to manage any such risk themselves where appropriate to their age and ability but also to help students develop the critical thinking skills needed to engage in informed debate.

Referrals

At Newlyn School, we are committed to protecting our pupils from radicalisation through a process of early intervention.

The school has identified a Prevent lead (Isabel Stephens, DSL), the lead works across all groups of staff to support understanding and staff referrals. The lead works to communicate the schools prevent work within and across the school community.

All staff are encouraged to raise any concerns they might have about a child with the designated safeguarding lead. The safeguarding lead will then assess the situation and decide whether further action is required. If so, they will then discuss any concerns with the head teacher and decide the best course of action regarding a referral to external agencies.

Any decisions made will be made on a case-by-case basis and staff must be made aware that if they disagree with a decision not to refer, they are entitled to make a referral themselves where they harbour genuine concerns that a child is at risk.

Please refer to our Child Protection and Safeguarding Policy for the full procedural framework on our Child Protection and Safeguarding duties.

The Single Point of Contact (SPOC) is Isabel Stephens who is responsible for:

1. Ensuring that staff of the school are aware that you are the SPOC in relation to protecting students from radicalisation and involvement in terrorism;
2. Maintaining and applying a good understanding of the relevant guidance in relation to preventing students from becoming involved in terrorism, and protecting them from radicalisation by those who support terrorism or forms of extremism which lead to terrorism;
3. Raising awareness about the role and responsibilities of Newlyn School in relation to protecting students from radicalisation and involvement in terrorism;
4. Monitoring the effect in practice of the school's Religious Education curriculum and assembly programme to ensure that they are used to promote community cohesion and tolerance of different faiths and beliefs;
5. Raising awareness within the school about the safeguarding processes relating to protecting children from radicalisation and involvement in terrorism;

6. Acting as the first point of contact within the school for case discussions relating to children who may be at risk of radicalisation or involved in terrorism;
7. Sharing any relevant additional information in a timely manner.

However, in the absence of the SPOC staff can contact any of the Deputy Child Protection Officers. These are:

Katie Smith

Julie Wood

The **Cornwall Prevent Lead** is **Steve Rowell** who can be contacted on **01736 336587** or at steve.rowell@cornwall.gcsx.gov.uk or prevent@cornwall.gov.uk

Government advice site for parents <http://educateagainsthate.com/parents/>

Link to the official Prevent Strategy document https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/97976/prevent-strategy-review.pdf

Prevent Duty for Schools document https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/439598/prevent-duty-departmental-advice-v6.pdf

Risk reduction

The school governors, the Headteacher and the Senior Child Protection Officer and SPOC will assess the level of risk within the school and put actions in place to reduce that risk.

Risk assessment may include consideration of the school's curriculum, key policies (including Behaviour and Online Safety), the assembly programme, visiting speakers, the use of school premises by external agencies, and any other issues specific to the school's community and ethos. The risk assessment for 2023 – 24 can be viewed on our school website www.newlynschool.co.uk/web/prevent/440946

The school will screen staff, visitors and volunteers to ensure that they will not deliver messages of extremism or radicalisation.

This risk assessment will be reviewed as part of the annual report to governors.

Whistleblowing

Where there are concerns that the school is not acting on or dealing with incidents of extremism or radicalisation – students, staff and governors will be encouraged to make use of our internal systems to Whistleblow or raise any issue in confidence.

They must inform the Headteacher straight away (or if it relates to the Headteacher inform the Chair of Governors / Whistle Blowing Governor Sue Moon).

Role of Governing Body

The Governing Body of our School will undertake appropriate training to ensure that they are clear about their role and the parameters of their responsibilities as Governors, including their statutory safeguarding duties.

The Governing Body of our school will support the ethos and values of our school and will support the school in tackling extremism and radicalisation.

In line with the provisions set out in the DfE guidance 'Keeping Children Safe in Education, 2016'

the governing body will challenge the school's senior leadership team on the delivery of this policy and monitor its effectiveness.

Review

Governors will review this policy and risk assessment annually. However, safeguarding data and any key incidents are discussed with governors at each committee meeting.

Related Documents

- Keeping Children Safe in Education September 2022, which is the statutory guidance for Schools and Colleges.

- Working Together to Safeguard Children July 2018, which is statutory guidance to be read and followed by all those providing services for children and families, including those in education. This guidance applies in its entirety to all schools. (Briefly updated July 2022)
- The Counter-Terrorism and Security Act (2015)
- Prevent Duty (2015)
- Newlyn Primary School Prevent Self-Assessment
- Linked Policies
- Child Protection/Safeguarding
- Behaviour (including Anti-Bullying)
- Health and Safety
- PSHE and RSHE Education
- Equal Opportunities
- Online Safety
- Curriculum
- Whistleblowing
- British Values Statement