Prevent Policy

2021-2023

*All policies are electronically signed and available on Governor Hub	
Ratified by the Local Governing Body	
Signed by the LGB	**Date: 05.10.2021**
To be reviewed every 2 years	**Date: 05.10.2023**

Contents

1. Introduction

1.1. Calthorpe Academy Prevent Policy will 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. This is in accordance with the requirements of section 78 of the Education Act 2002, in their provision of SMSC. Actively promoting the values means challenging any opinions or behaviours in school that are contrary to fundamental British values. This policy is not targeted to any specific group but rather to any extreme and radical views.

2. Statement of intent

2.1. Protecting pupils from the risk of radicalisation is part of the school's wider safeguarding duties. We will actively assess the risk of pupils being drawn into terrorism. Staff will be alert to changes in pupils' behaviour which could indicate that they may be in need of help or protection. Staff will use their professional judgement to identify pupils who may be at risk of radicalisation and act appropriately – which may include making a referral to the Channel programme through the Academy SPOC (single point of contact - DSL). Staff could also raise concerns about members of staff or parents who are sharing extreme views with other members of staff or pupils. The Academy will work with the Local Children's Safeguarding Board as appropriate.

3. Definitions Radicalisation:

3.1. 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.

4. Training:

4.1. The designated safeguarding lead SPOC will undertake Preventing Violent Extremism Managers training in order to be able to provide advice and support to other staff on how to protect pupils 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 new members of staff will have a session on the Prevent basics as well as refreshers or update for whole staff. The SPOC is also a WRAP trainer accredited by the home office and this training will be delivered to all

staff yearly. It is the responsibility of all staff to develop their PREVENT awareness and seek clarification on the topic. The Academy has an induction policy with a training programme for new staff. All new staff will receive a safeguarding training with a specific element covering the essential points from the Prevent duty.

5.   Risk indicators:

5.1.   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

5.2.   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

5.3.   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

5.4.   Indicators of vulnerability through unmet aspirations:

- Perceptions of injustice
- Feelings of failure

- Rejection of civic life

5.5. 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

6. Making a judgement:

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

- Does the pupil have access to extremist influences?

- Does the pupil 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 pupil has been, or is likely to be, involved with extremist organisations?

- Is the pupil known to possess or actively seek extremist literature/other media likely to incite racial or religious hatred?

- Does the pupil sympathise with or support illegal/illicit groups?

- Does the pupil support groups with links to extremist activity?

- Has the pupil encountered peer, social, family or faith group rejection?

- Is there evidence of extremist ideological, political or religious influence on the pupil?

- 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, lifestyle or dress choices?

- Does the pupil vocally support terrorist attacks; either verbally or in their written work?

- Has the pupil 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 pupil travelled for extended periods of time to international locations?

- Does the pupil have experience of poverty, disadvantage, discrimination or social exclusion?

- Does the pupil display a lack of affinity or understanding for others?

- Is the pupil the 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/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?

- Is there evidence that a significant adult or other person in the pupil's life has extremist views or sympathies?

6.2. Critical indicators include where the pupil 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

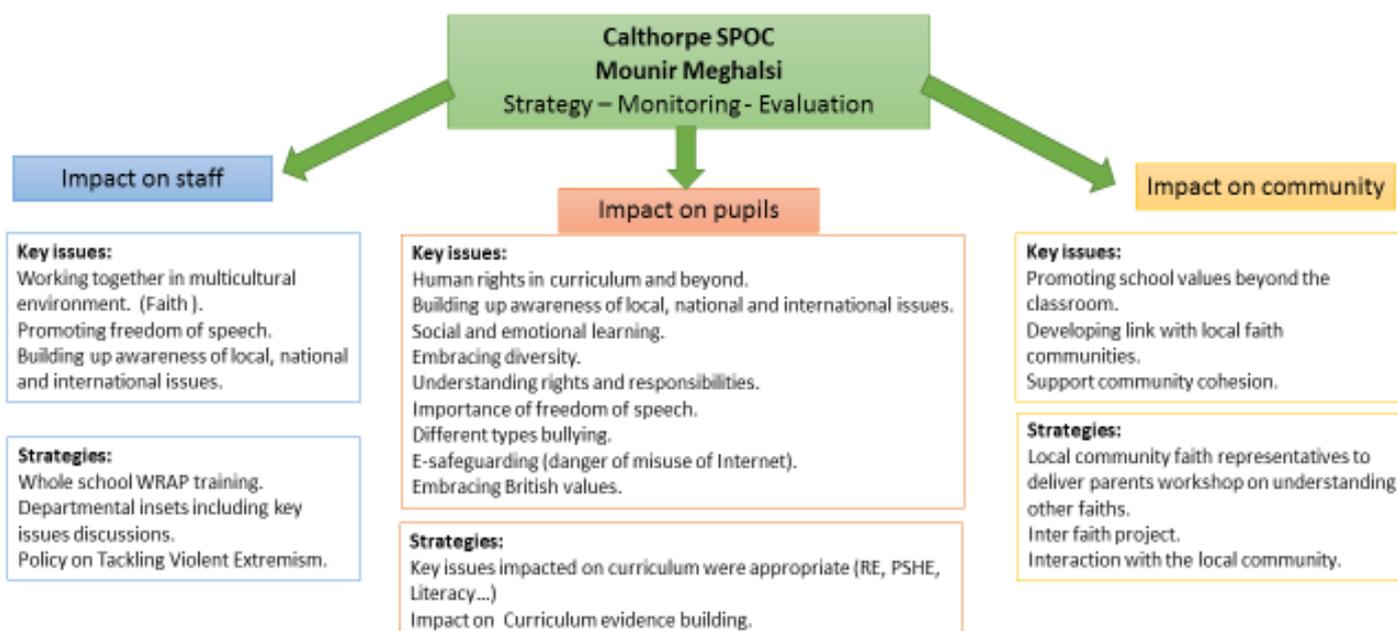- Making significant changes to their appearance and/or behaviour

7. **Referrals at Calthorpe Academy:**

7.1. We are committed to protecting our pupils from radicalisation through a process of early intervention. All staff are encouraged to raise any concerns they might have about a pupil or an adult with the designated safeguarding lead SPOC. 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 pupil is at risk using the Channel contact (To contact your local co-ordinator - Email: Prevent@west-midlands.pnn.police.uk or Call: 0121 251 0239).

8. **Preventing radicalisation through learning and sharing the Academy values with staff and our community:**

8.1. In addition to a vigilant programme of awareness of risk indicators and referrals where necessary, Calthorpe Academy is dedicated to protecting our pupils by engaging them in activities which help them to be more resilient to radical influences. The following exercises are part of the academy's strategy to encourage tolerance and moderation of views in all pupils. The Academy will also engage with the community to share our values beyond our Academy and reach partners and members of the public in contact with our pupils.

Calthorpe Academy PREVENT strategy

Calthorpe SPOC
Mounir Meghalsi
Strategy – Monitoring - Evaluation

Impact on staff

Impact on pupils

Impact on community

Key issues:
Working together in multicultural environment. (Faith).
Promoting freedom of speech.
Building up awareness of local, national and international issues.

Key issues:
Human rights in curriculum and beyond.
Building up awareness of local, national and international issues.
Social and emotional learning.
Embracing diversity.
Understanding rights and responsibilities.
Importance of freedom of speech.
Different types bullying.
E-safeguarding (danger of misuse of Internet).
Embracing British values.

Key issues:
Promoting school values beyond the classroom.
Developing link with local faith communities.
Support community cohesion.

Strategies:
Whole school WRAP training.
Departmental insets including key issues discussions.
Policy on Tackling Violent Extremism.

Strategies:
Key issues impacted on curriculum were appropriate (RE, PSHE, Literacy...)
Impact on Curriculum evidence building.

Strategies:
Local community faith representatives to deliver parents workshop on understanding other faiths.
Inter faith project.
Interaction with the local community.

9.   British Values:

9.1.   The government originally set out its definition of British values in their 2011 Prevent Strategy and the Prime Minister has reiterated these this year.

9.2.   The British Values are defined as:

- Democracy

- The rule of law

- Individual liberty

- Mutual respect

9.3.   At Calthorpe Academy we are committed to actively promoting British values and this forms part of our wider work in school with pupils in relation to their Spiritual, Moral, Social and Cultural education (SMSC) but also across our entire curriculum and extracurricular programmes. Members of staff have the duty to use every opportunity to share these values across any subjects or activities and our medium term plan is a way to tackle issues as they emerge as well as planning for a good level of coverage of British values in our curriculum. Grid Maker software will record evidence of learning opportunities created by teachers and provided to our pupils. The recording of these will be upload termly. Much work was already in place to support and embed these values and it is our aim to ensure we effectively share this with pupils, staff, governors and the wider community. The British values are integral to our Academy vision and ethos and are reinforced regularly in a variety of ways.

10.   External speakers:

10.1.   Through hosting external speakers, Calthorpe Academy will provide a safe space for students to engage with a variety of issues and hear and debate different perspectives. Calthorpe Academy has the responsibility to ensure that the people they invite to speak are suitable and that all safeguarding procedures are followed. When inviting speakers, staff are reminded of the following:

10.2.   The statutory guidance on the Prevent duty makes clear that as part of our safeguarding policy, we should 'set out clear protocols for ensuring that any visiting speakers whether invited by staff, parents or pupils themselves are suitable and appropriately supervised'

10.3.   When hosting a speaker (either during or outside of school hours), our Academy wish to consider carrying out the following research before agreeing to host:

- The topic of the event (including the purpose of the speaker's visit and the appropriateness for the audience).

- The speaker's reputation and who may be prompted to attend, particularly whether the speaker or members from the organisation they represent have a reputation for causing disruption at venues.

- Any risks to the Academy's reputation and ethos.

- The status of the speaker, including their previous comments, by carrying out checks on internet search engines and across social media sites. When carrying out internet searches, it is good practice to look beyond the first page of results.

- Whether you consider there to be potential for speakers to use language intended to stir up hatred or incite violence.

- If necessary the SPOC could seek for the views of the Community safety team/ local police/ LA Prevent co-ordinator if any concerns have been raised.

11.   **Appendix A - Link to internal policies:**

11.1.   Calthorpe Academy Safeguarding Policy

11.2.   Calthorpe Academy E-safety Policy

11.3.   Calthorpe Academy Collective Worship Policy

11.4. Calthorpe Academy Whistleblowing Policy

12.   **Appendix B - Useful guidance links**

12.1.   Channel Duty Guidance Protecting vulnerable people from being drawn into terrorism:

- https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/425189/Channel_Duty_Guidance_April_2015.pdf

12.2.   Prevent for schools:

- http://www.preventforschools.org/

12.3.   DFE guidance Prevent:

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

12.4.   Channel West midland Police:

- https://www.west-midlands.police.uk/docs/keeping-you-safe/behind-the-badge/tackling-terrorism/DL-Channel%20lft_Channel-lft-DL_final.pdf

13.   Changes

Description	Date	Page	Section