

GODWIN JUNIOR SCHOOL



PREVENT POLICY

Date agreed by Governors	Autumn 2015
Reviewed	Autumn 2017
Next Review	Autumn 2019

Linked Documents
Early Help, Safeguarding and Child Protection Policy
Keeping Children Safe in Education 2016
Online Safety Policy

Understanding the Prevent Duty for Schools

Six things schools need to know about extremism, radicalisation and the Prevent Duty

The government recently placed a legal duty on schools to have due regard for the need to prevent people being drawn into terrorism. Here are six key practical steps schools should take to implement effective safeguarding systems.

1. Leadership - Those in designated safeguarding lead positions should:

- Establish mechanisms for understanding the risk of radicalisation.
- Ensure staff understand the issues and how to approach them.
- Communicate and promote the importance of the duty.

2. Risk assessment - Schools must demonstrate they:

- Are protecting children and young people from being radicalised.
- Consider the level of risk to identify the most appropriate response
- Have protocols to ensure that any visiting speakers are suitable and are appropriately supervised

3. Policies and procedures

- School Safeguarding policy and procedures should be updated and show staff how to respond to risks they identify.
- **IT policies** - schools have secure firewalls to keep children and young people safe from terrorist and extremist material when accessing the internet.

4. Training - Staff should receive training that provides:

- **Knowledge** to identify children and young people at risk of being radicalised.
- **Skills** to challenge extremist ideology.
- **Awareness** of how to refer children and young people for further help and support

5. Knowledge - Staff should:

- Understand what radicalisation means and why people may be vulnerable to radicalisation.
- Know how to challenge extremist ideology, and what to do and who to contact if they have safeguarding concerns.

6. Support is available

Knowing who to talk to and where to access specialist support is a critical part of the duty. If you have concerns or are seeking advice you can contact:

- **Prevent Lead:** Ghaffar Hussain m: 07813 633 250
ghaffar.hussain@newham.gov.uk
- **Children's Triage:** 020 3373 4600
- **Anti-Terror Hotline:** 0800 789 321

1. Introduction

At Godwin Junior School we believe that our purpose is: To prepare pupils for lifelong success

Our vision is that at Godwin Junior School we:

Value everyone
Impart a love of learning
Seek and encourage talent
Inspire resilient learners
Develop responsible global citizens
Nurture confident, articulate individuals

Godwin Junior School is fully committed to safeguarding and promoting the welfare of all its pupils. Every member of staff recognises that extremism and radicalisation should be viewed as safeguarding concerns.

All school staff are expected to uphold and promote the fundamental principles of British values, including;

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

We value freedom of speech and the expression of beliefs and both pupils and adults have the right to speak freely and voice their opinions. However, we are clear that any manipulation or exploitation of the children in our school through the normalisation of extreme views that could leave them vulnerable to radicalisation, will be responded to by implementing our safeguarding procedures, including the involvement of our partner agencies.

We believe that it is possible to intervene to protect children 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 practice.

This Prevent Policy should be read in conjunction with other policies, such as: Early Help Safeguarding Policy and Child Protection Policy, Equalities Duty, Online Safety Policy, Positive Behaviour Policy and Anti-Bullying Policy.

2. Background

This policy has been produced in response to the directive from the Department for Education (DfE) which has called for all public bodies to make explicit their preventative measures to minimise the threat of extremism in their setting. 'From 1 July 2015 all schools must have regard to the statutory guidance ... and are subject to a duty under section 26 of the Counter-Terrorism and Security Act 2015, in the exercise of their functions, to have "due regard to the need to prevent people from being drawn into terrorism". This duty is known as the 'Prevent Duty'. Information has been taken from two DfE publications; the Prevent Duty (June 2015) and the Prevent Duty Guidance (March 2015). Further advice has been provided by Newham's Early Help and Safeguarding Team.

CONTEST is a counter-terrorism strategy launched in 2007 to combat extremist violence; a four-pronged strategy that includes:

1. **Protect:** To strengthen our protection against terrorist attacks
2. **Prepare:** Where an attack cannot be stopped, to mitigate against its circumstances
3. **Pursue:** To stop terrorist attacks
4. **Prevent:** to reduce the number of people becoming or supporting violent extremists, bottom of the pyramid, operates in the pre-criminal space.

Objectives of **Prevent**:

- **Ideology:** Respond to the ideological challenge of terrorism and the threat we face from those who promote it
- **Individuals:** Prevent people from being drawn into terrorism and ensure that they are given appropriate advice and support
- **Institutions:** Work with sectors and institutions where there are risks of radicalisation which we need to address
- Newham is a designated priority area for **Prevent** work. Prevent in Newham focuses on:
 - a) Building Resilience
 - b) Disrupting extremist activism
 - c) Offering support for vulnerable individuals

3. Aims

The main aims of this policy are to ensure that staff are fully engaged and vigilant about radicalisation; that they overcome professional disbelief that such issues will not happen here and ensure that we work alongside other professional bodies and agencies to ensure that our pupils are safe from harm. Ongoing training will be provided for staff, as part of safeguarding training.

All schools are required by law to:

- teach a broad and balanced curriculum which promotes the spiritual, moral and cultural development of pupils and prepares them for the opportunities, responsibilities and experiences of life
- promote community cohesion, a duty first introduced through the Education and Inspections Act 2006

The purpose must be to protect children from harm and to ensure that they are taught in a way that is consistent with the law and British Values, including democracy, the rule of law, individual liberty, mutual respect and tolerance of those with different faiths and beliefs.

Schools should be safe spaces in which children and young people can understand and discuss sensitive topics, including terrorism and the extremist ideas that are part of terrorist ideology, and learn how to challenge these ideas.

4. Awareness

- Training will be provided for staff, as part of regular Safeguarding training. This will be organised as part of staff CPD and will incorporate national and local guidance.
- Governors will receive their own training via NPW, either centrally or through bespoke training held at Godwin.
- Children will learn about keeping themselves safe via the curriculum. This will be shared with parents/carers via half termly curriculum newsletters.

This will ensure that:

- All governors, 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 governors, 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.

5. Definitions

Extremism is defined as the holding of extreme political or religious views - views and actions that promote:

- 1) violence against others
- 2) hatred towards others
- 3) undermining the rights of others.

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.

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

6. Procedures

Advice

The Designated Person will contact Ghaffar Hussain (Community Resilience Manager for Newham) for:

- Advice around specific incidents of concern
- Guidance around issues in Newham
- Further information about national policy
- Requests for school or multi-agency training
- Support with school policy development

Safeguarding

If any member of staff has a concern, they should, in the first instance, discuss this with the Designated Safeguarding Lead and complete a concern log form.

The Designated Person will contact Ghaffar Hussain (Community Resilience Manager for Newham) for advice. **Newham Children's Triage** will also be contacted if any of these indicators are evident:

Young people show patterns of warning signs:

- Attendance drops or child or young person missing
- Identity crisis re: family tension , social, religion, rejection of civic life, acute marginalisation or sense of victimisation

Other family, community or social factors:

- Older sibling or family members involved in extremism
- Reasons to believe child may be at risk of being targeted
- Evidence of access social media with extremist content

The Designated Person will contact the **Police anti-terror hotline on 0800 789 321** if any of the following indicators are evident:

Evidence young people or adults are involved in extremism:

- Interest in or use of extremist or hate crime terms
- Preaching extremist views
- Disseminating on/offline extremist material
- Actively recruiting for an extremist cause

The designated members of staff at Godwin Junior School are the Senior Leadership Team:

7. Curriculum

Our curriculum is “broad and balanced”. It promotes respect, tolerance and diversity. Children are encouraged to express themselves through discussions, debates and consultations. They are encouraged to share their views and recognise that they are entitled to have their own different beliefs which should not be used to unduly influence others.

Community cohesion embraces the 4 dimensions of community:

- 1) the school community
- 2) the community in which the school is located
- 3) the UK community
- 4) the global community

Community cohesion at Godwin Junior School is promoted in various ways: school community events, learning about other faiths and cultures, visits to local places of worship, and studying life in various places and in different eras.

The school actively promotes the government's definition of British Values from the 2011 Prevent Strategy:

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

These are embedded within the ethos of the school, incorporated within the curriculum and evident in key aspects of school life. Our assemblies always relate directly to these and we explicitly relate these concepts to the everyday experiences of our children.

Examples of this are:

Democracy

- Our School Council is directly elected by their peers and meets regularly to represent pupils' views
- We hold elections to correspond with national elections, with our children forming their own parties and creating manifestos
- Year 5 examine our political system and visit the House of Parliament as part of their history unit 'The Changing Role of The Monarchy'
- Our local MP, Lyn Brown, is a regular visitor to the school and shares her experience of being an MP

The Rule of Law

- Our playground charters were devised by the School Council, in consultation with their peers
- Our Local Police Officer, frequently visits the school to meet with the children and speak in assemblies
- In assemblies we discuss our school rules and their role in protecting members of our community; we then link this to society
- As part of our journey to becoming a UNICEF Rights Respecting School, our children are aware of the United Nations Convention on the Rights of the Child and national governments' pledges to uphold these rights equally for all children

Mutual Respect

- Each year group has a charity whose cause they promote, with a key theme being that we are helping people just like us. This helps the children to recognise the need to respect those less fortunate than themselves

- Year 6 learn about the positive contribution to Britain that immigrants have made as part of their study of the history of London
- The core texts that we use in English and the class reading books that we share reflect diversity and promote greater understanding and respect for others
- Through work supporting our status as a UNICEF Rights Respecting School, such as the Outright campaign highlighting the rights of refugee children, our pupils learn the importance of identifying and tackling discrimination

Tolerance

- We celebrate the diversity of our backgrounds and emphasise that we have more in common than we have that divides us
- Through visits to places of religious worship and through faith leaders visiting the school, our children's religious education is enhanced and they are encouraged to make connections between different faiths and their own beliefs
- In our Philosophy for Children sessions and through debating, our children learn the importance of being able to disagree on fundamental issues but remain friends with one another

Individual Liberty

- In assemblies we celebrate the fact that our society is one in which we are free to make choices about how we live our lives, both as adults and as children, and draw parallels with other countries where this is not the case
- We discuss the balance between The Rule of Law and Individual Liberty, reflecting on the need to exercise restraint in order for society to be able to function
- When commemorating Remembrance Day in assemblies, we acknowledge the contribution that service personnel have made and continue to make in protecting our freedom

These values are shared with the children and are related to our school's 5Cs of care, cooperation, consideration, courtesy and commitment.

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.

8. Monitoring and review

This policy will be reviewed in conjunction with the Early Help, Safeguarding and Child Protection Policy and in the light of new guidance from the DfE.