



PINEWOOD

Est. 1875

PREVENT POLICY

A Whole School Policy including EYFS

Principles

The Counter-Terrorism and Security Act (July 2015) requires the proprietors of schools to "have due regard, in the exercise of their functions, to prevent people from being drawn into terrorism". This is known as the 'Prevent Duty'.

This policy has therefore been developed in accordance with the principles established by the Counter-Terrorism and Security Act July (2015) and also the Children Acts 1989 and 2004; the Education Act 2002, and in line with government publications 'Prevent Duty Guidance: for England and Wales' (March 2015), Revised Prevent Duty Guidance: for England and Wales (July 2015), 'The Prevent Duty: Departmental Advice for schools and childminders' (June 2015), 'The Use of Social Media for on-line radicalisation' (July 2015), 'Working Together to Safeguard Children' (July 2018), and 'What to do if you are worried a Child is being Abused: Advice for Practitioners' (March 2015).

The guidance also reflects, 'Keeping Children Safe in Education' (September 2018) and our responsibilities with regard to the Prevent Strategy.

Definition

For the purposes of this policy the definition of radical or extreme ideology is "a set of ideas which could justify vilification or violence against individuals, groups or self".

Aims

- To ensure all staff understand the risks of radicalisation within our School and how this risk may change from time to time.
- To ensure staff are aware of the Prevent Strategy and are able to protect children and young people who are vulnerable or may be at risk of being radicalised.
- Whilst following the Prevent Strategy the School also maintains its mission for diversity to be a core part of all that it does. The School places a strong emphasis on the common values that all communities share such as self-respect, understanding, tolerance and the sanctity of life. Pupils are taught to respect and value diversity as well as understanding how to make safe, well-considered decisions.

Prevent Leads

Colin Acheson-Gray, Deputy Head and Designated Safeguarding Lead is our Prevent Safeguarding Lead.

Philip Lough is our Prevent Governor.
Ruth Hall, Director of Education, is our Prevent Curriculum Lead.

Nicky McAvoy, the Bursar, is responsible for checking premises lettings in regards to the Prevent Duties.

Nicky McAvoy, Bursar and Alastair Wilkes, Visiting Speaker Co-Ordinator, are responsible for checking visitors to the school.

Vulnerability to radicalisation or extreme view points from the internet

The School recognises its duty to protect our pupils from indoctrination into any form of extreme ideology which may lead to the harm of self or others. This is particularly important because of the electronic information available through the internet. The School will therefore aim to do the following:

- Educate pupils on the appropriate use of social media and the dangers of downloading and sharing inappropriate material including that which is illegal under the Counter-Terrorism Act.
- Ensure that pupils are unable to access any inappropriate internet sites whilst using the school computers / laptops through the use of appropriate filtering, firewalls and security settings.
- Educate pupils through lessons and assemblies on the concepts of radicalisation and extreme ideology.
- Inform pupils on the importance of Internet Safety both through the ICT curriculum and PHSE education.

Please also refer to the School's Computer Resources Policy for Staff.

Arrangements for Visiting Speakers

The School has clear protocols for ensuring that any visiting speakers are appropriately supervised and suitable. The School's responsibility to pupils is to ensure that they can critically assess the information they receive as to its value themselves and that the information is aligned to the ethos and values of the School and British values.

In order to safeguard pupils from visitors to the School who may have extreme or radical views the School will:

- Ensure all Visiting Speakers have a named point of contact at the School.
- Undertake a risk assessment if deemed necessary before agreeing to a Visiting Speaker being allowed to attend the School.
- Ensure all visiting speakers to the School are carefully vetted and take immediate action if any individual or group is perceived to be attempting to influence members of the School community, either physically or electronically.
- 'Open source' check any organisations which wish to have relationships with the School, particularly those in the voluntary sector.
- Ensure that Visiting Speakers understand that, where appropriate, their session should actively promote the British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs and at no point undermine these.
- On arrival confirm the identity of the Visiting Speaker using photographic ID.

- Ensure all Visiting Speakers whilst on the School site, are supervised by a member of staff.
- Keep an appropriate record of Visiting Speakers showing that the required checks have been completed.

Staff Training

In order to fulfil the requirements of the Prevent Duty the School will:

- Ensure the Designated Safeguarding Lead (DSL) undertakes Prevent awareness training and is able to provide advice and support to other members of staff on protecting children from the risk of radicalisation.
- Ensure staff are trained to be vigilant in spotting signs of extremist views and behaviours and that they always report anything to the DSL which may suggest a pupil, another staff member or a visitor is expressing opinions which may cause concern. Staff should follow the usual reporting procedures as for any other safeguarding concern as laid out in the School's Safeguarding (Child Protection) Policy.
- Ensure staff understand the importance of monitoring pupil absences and promptly address concerns about irregular absence with parents and / or carers.
- Ensure staff and governors are aware of how to identify and respond to risks to children from extreme or radical views.

Curriculum

Pinewood ensures its pupils are offered a broad and balanced curriculum delivered by skilled teachers that aims to prepare them for life, encouraging them to be inquisitive learners who are enriched, understand and become tolerant of difference and diversity, whilst also ensuring that they thrive, feel valued and are not marginalized.

Classroom practices include:

- developing questioning techniques to open up safe debate;
- building confidence to promote honesty about a plurality of views;
- ensuring freedom of expression and freedom from threat;
- debating fundamental moral and human rights principles;
- promoting open respectful dialogue; and
- affirming multiple identities.

Personal, Social, Health and Citizenship lessons are an effective way of providing pupils with time to explore sensitive or controversial issues, and equipping them with the knowledge and skills to understand and manage difficult situations. However, Pinewood ensures that embedded within the curriculum are opportunities for pupils to build resilience to extremism and enabling them to develop a positive sense of identity through the development of critical thinking skills.

Pinewood values freedom of speech and the expression of beliefs / ideology as fundamental rights underpinning society's values. Pupils regularly participate in discussion, with speaking and listening being embedded in all subjects. Pupils and teachers speak freely and voice their opinions. However, there is an understanding that freedom comes with responsibility and free

speech that is designed to manipulate the vulnerable or that leads to violence and harm of others goes against the moral principles in which freedom of speech is valued

Curriculum content includes:

- promoting knowledge, skills and understanding to build the resilience of learners;
- exploring controversial issues;
- recognising local needs;
- challenging extremist narratives;
- promoting universal rights;
- promoting critical analysis; and
- promoting pro-social values

The school promotes Schemes of Work that provide opportunities for pupils to engage in issues that raise awareness. For example, in Classics, myths and legends provide opportunities to discuss the motives behind death and killing alongside compassion and empathy whilst in Geography pupils explore migration and the movement of people around the world.

The school's library houses text about the world we live in with many highly acclaimed young adult novels which deal with terrorism and the effects of terrorism, and that explore situations in other countries and their impact and consequences e.g. refugees etc. In addition the school's librarian is a member the Oxfordshire School Library Association, and has been involved in reviewing books for the publication, 'A View of the World', a booklist of books which speak with the authentic voices of different cultures eg. The Breadwinner by Deborah Ellis, life for a young girl living under the Taliban.

The library also runs short writing competitions on a termly basis, often centered around thinking about children in another country of the world where there are challenges such as war, oppression etc and writing a story about how they would overcome such challenges.

In the Early Years Department the statutory framework for the Early Years Foundation Stage sets standards for learning, development and care for children from 0-5, thereby assisting their personal, social and emotional development and understanding of the world.

Risk Assessments

The DSL is responsible for carrying out regular risk assessments to assess the risks of pupils being drawn into terrorism, including support for extremist ideas which are part of terrorist ideology. The DSL will also use regular risk assessments to demonstrate his / her understanding of the risks and how to identify pupils who may be at risk of radicalisation.

Hiring & Lettings

Any organisations or individuals wishing to hire the School will be 'open source' checked to confirm that they do not have any extreme or radical views. This requirement will also be included in any Letting Agreements.

Managing Referrals & Working in Partnership

Any pupil who is deemed to be at risk of being radicalised or extremism will be referred by the DSL as appropriate through the Local Authority Channel Referral and Intervention processes.

The School will then work in partnership with the relevant agencies to seek advice, support and guidance drawing on multi-agency expertise, to support pupils at risk of harm.

Prevent Duty should be seen as part of our existing safeguarding framework and this policy should be read in conjunction with the following policies and statutory guidance amongst others:

Safeguarding (Child Protection)

Missing Pupils

Whistleblowing

Cyberbullying

Anti-bullying

E-Safety

Social Media

Keeping Children Safe in Education (Part 1 & Annex A) Sept 18

Reviewed by the Governance Committee September 2018

Next Review Date: September 2019