



Redbridge Alternative Provision

# Prevent Policy

Written by

Mr S Walters

Reviewed;

June 2018

Due for review;

June 2019

# Prevent Policy

## 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), „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“ (March 2015), Revised Safeguarding Statutory Guidance 2 „Framework for the Assessment of Children in Need and their Families“(2000) and „What to do if you are worried a Child is being Abused“(2003).

The guidance also reflects, „Keeping Children Safe in Education“ (September 2016) and our responsibilities with regard to the Prevent Strategy.

This policy should be read in conjunction with RAP's Safeguarding (Child Protection) Policy and Prevent Duty should be seen as part of our existing safeguarding framework.

## 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 RAP also maintains its mission for diversity to be a core part of all that it does. RAP 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

Sam Walters (Headteacher) & Gail Hayes (Designated Safeguarding Lead & Pastoral Officer) is our Prevent Safeguarding Lead.

## Vulnerability to radicalisation or extreme view-points from the internet

RAP 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. RAP will therefore aim to do the following:

# Prevent Policy

- 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 RAP's 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.

## Visitors to RAP

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

Ensure all visitors are carefully vetted and take immediate action if any individual or group is perceived to be attempting to influence members of the RAP community, either physically or electronically.

Check any organisations which wish to have relationships with RAP, particularly those in the voluntary sector.

## Staff Training

In order to fulfil the requirements of the Prevent Duty RAP 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 RAP'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

RAP 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;

# Prevent Policy

- promoting open respectful dialogue; and affirming multiple identities.

PSHCE 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.

RAP 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

## **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.

## **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.

RAP 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.