

Prevent Policy

Purpose and Background

This Preventing Extremism and Radicalisation Safeguarding Policy is one element within our overall school arrangements to Safeguard and Promote the Welfare of all Children in line with our statutory duties set out at section 175 of the Education Act 2002

This policy takes account of all relevant legislation.

Policy objectives

The Wren School uses the following accepted governmental definition of extremism 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'. At our school we will promote these values; it is indeed our most fundamental responsibility to keep our students safe and prepare them for life in modern multi-cultural Britain and globally.

There is no place for extremist views of any kind in The Wren School, whether from internal (students, staff or governors) or external sources (school community, external agencies or individuals). We want our students to see our school as a safe place where they can explore controversial issues safely and where our teachers encourage and facilitate this; we accept our duty to ensure this happens. The revised Government Prevent Strategy can be viewed at:

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/445977/3799_Revised_Prevent_Duty_Guidance_England_Wales_V2-Interactive.pdf

The Wren School recognises 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. We also recognise that if we fail to challenge extremist views, we are failing to protect our students.

Management of the policy

School	This policy is implemented and managed by the headteacher
Governing body	The Governors' teaching and learning committee will review and update this policy on a regular basis in line with all relevant legislation.
Approval	Updated and approved at Full Governing Body meeting – 21st September 2017
Next review due	September 2019

Associated policies

Child Protection and safeguarding policy

Whistle Blowing policy

Practice and procedures

The Wren School will provide a broad and balanced curriculum, delivered by skilled 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 are not marginalised.

We are also 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 via the internet, and at times students may themselves reflect or display views that may be discriminatory, prejudiced or extremist, including using derogatory language.

Any prejudice, discrimination or extremist views, including derogatory language, displayed by students or staff will always be challenged and where appropriate dealt with in line with our Behaviour and Discipline Policy for students and the Code of Conduct for staff.

Teaching Approaches

The Wren School will 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. The Wren School will achieve this by good teaching, primarily via PSHE but also by adopting the methods outlined in the Government's guidance 'Teaching approaches that help build resilience to extremism among young people' DfE 2011.

Wren staff will ensure that their teaching approaches help the 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 recognize extremism and are skilled and confident enough to challenge it.

We will adapt our teaching approaches, as appropriate, so as to address specific issues to ensure their relevance to current issues of extremism and radicalisation. In doing so, we will apply the 'Key Ingredients for success' (Appendix 1), and the methodologies set out in that document, following the three broad categories of:

- Making a connection with young people through good teaching and pedagogy;
- Facilitating a 'safe space' for dialogue; *and*
- Equipping our students with the appropriate skills, knowledge, understanding and awareness for resilience.

Therefore, this approach will be embedded within the ethos of The Wren School so that students know and understand what safe and acceptable behaviour is in the context of extremism and radicalisation. This will work in conjunction with the spiritual, moral, social and cultural development of our students as defined in Ofsted's School Inspection Handbook and will include the use of assemblies to further promote this rounded development of our students. 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:

- citizenship programmes;
- open discussion and debate;

- work on anti-violence and a restorative approach addressed throughout the curriculum;
- focussed educational programmes where appropriate.

The Wren School 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 students' 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 that student is offered mentoring. Additionally, in such instances The Wren School will seek external support from the Local Authority (LA) and/or local partnership structures working to prevent extremism.

Use of External Agencies and Speakers

The ethos of The Wren 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. We will positively vet those external agencies, individuals or speakers. Such vetting is 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 Wren 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 all students.

The Wren School will therefore 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;
 - do not marginalise any communities, groups or individuals;
 - 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;
 - clearly mapped to schemes of work to avoid contradictory messages or duplication;
 - matched to the needs of students;
 - carefully evaluated to ensure that they are effective.

By delivering a broad and balanced curriculum, augmented by the use of external sources where appropriate, we will strive to ensure our students 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.

Whistle Blowing

Where there are concerns of extremism or radicalisation, students and staff will be encouraged to make use of our internal systems to Whistle Blow or raise any issue in confidence. Please refer to the Whistle Blowing Policy.

If misconduct by a teacher is proven, the matter will be referred to the National College for Teaching and Leadership for their consideration as to whether to a Prohibition Order is warranted.

Child Protection

Please refer to our Child Protection and Safeguarding Policy.

Staff at The Wren School will be alert to the fact that, whilst extremism and radicalisation is broadly a safeguarding issue, there may be some instances where student(s) may be at risk of harm or neglect.

Therefore all adults working at our school (including visiting staff, volunteers, contractors and students on placement) are required to report instances where they believe a child may be at risk of harm or neglect to the Designated Safeguarding Person (DP) or her deputy.

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

- disclosures 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 sought these out;
- graffiti symbols, writing or art work promoting extremist messages or images;
- students accessing extremist material online, including through social networking sites;
- parental reports of changes in behaviour, friendship or actions and requests for assistance;
- partner schools, Local Authority (LA) 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 equalities policy, views based on, but not exclusive to, gender, disability, homophobia, race, colour or culture;
- attempts to impose extremist views or practices on others;
- anti-Western or anti-British views.

The Wren School will closely follow any locally agreed procedure as set out by the LA and/or our Local Safeguarding Children Board's (LSCB) agreed processes and criteria for safeguarding individuals vulnerable to extremism and radicalisation. In the event of concerns about a person becoming radicalised, consideration will be given to using the LA's Channel process, which is a bespoke panel that meets to address issues of individuals who have been identified as being at risk of radicalisation but have not committed any terrorism offence. The Channel Panel meets when a referral has been made and referrals can be made by anyone.

Training

Whole school in-service training on Safeguarding and Child Protection will be organised for staff and governors at least once every three years and will comply with the prevailing arrangements agreed by the LA and the LSCB and will, in part, include training on extremism and radicalisation and its safeguarding implications. All staff and governors will receive Workshop to Raise Awareness of Prevent (WRAP) training when they join the school; this will be updated at least annually.

The DP and deputy DPs will attend training courses as necessary and the appropriate inter-agency training organised by the LSCB at least every two years; again this will include training on extremism and radicalisation and its safeguarding implications.

Recruitment

The arrangements for recruiting all staff, permanent and volunteers, to our school will follow LA guidance for safer recruitment best practice in education settings, including, but not limited to, ensuring that DBS checks are always made at the appropriate level, that references are always

received and checked and that we complete and maintain a single central record of such vetting checks.

The Wren School will apply safer recruitment best practice principles and sound employment practice in general and in doing so will deny opportunities for inappropriate recruitment or advancement. We will be alert to the possibility that persons may seek to gain positions within our school so as to unduly influence our school's character and ethos. We are aware that such persons seek to limit the opportunities for our students thereby rendering them vulnerable to extremist views and radicalisation as a consequence. Therefore, by adhering to safer recruitment best practice techniques and by ensuring that there is an on-going culture of vigilance within our school and staff team, we will minimise the opportunities for extremist views to prevail.

Role of the Designated Safeguarding Person

The DP is Jo Broadhead (Headteacher) who is also a WRAP trainer.

The Deputy DP is David Zell (Assistant headteacher (Pastoral)). In 2017/18, two additional members of staff (KS3 and 4 leaders) will undergo DP training.

The DP and deputies work in line with the responsibilities as set out in Annexes A, B and C of the DfE Guidance 'Keeping Children Safe in Education', 2016. She is the focus person and local 'expert' for school staff, and others, who may have concerns about an individual child's safety or well-being and is the first point of contact for external agencies.

Role of Governing Body

The governing body of The Wren 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. They will support the ethos and values of our school, including supporting the school in tackling extremism and radicalisation. Details of our governing body will be published on our school website to promote transparency.

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.

Governors will review this policy regularly (every two years) and may amend and adopt it outside of this timeframe in accordance with any new legislation or guidance or in response to any quality assurance recommendations pertaining to the delivery of this policy and the overall safeguarding arrangements made.

Associated documents

Section 175, Education Act, 2002

Government Prevent Strategy:

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/445977/3799_Revised_Prevent_Duty_Guidance_England_Wales_V2-Interactive.pdf

Channel duty guidance (HM government 2015)

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

Teaching approaches that help build resilience to extremism among young people. DfE 2011.

School Inspection handbook – Ofsted

Keeping children safe in education, DfE 2016

Appendices

Appendix 1: Key Ingredients for Success (Push and Pull Factors)

Appendix 1: 'Key Ingredients' for successful teaching in the context of 'push' and 'pull' factors

PUSH FACTORS Factors that push an individual/make an individual vulnerable to extremist messages	KEY INGREDIENTS Teacher confidence in many cases it will be the use of existing teaching skills and methods which may well be the most effective approach.	PULL FACTORS Factors that draw young people into extremist messages
Lack of excitement, frustration Lack of sense of achievement – seen as significant 'lack of purpose', confidence in the future, life goals	Teacher attitudes and behaviours <ul style="list-style-type: none"> - Willingness to admit you don't know - Acknowledging controversial issues exist - Awareness that I have a role to play - Willingness to turn to others for help when you don't know about something 	Charismatic/confident individuals (recruiters) Network/sense of belonging
Lack of an outlet for views Gaps in knowledge or understanding of Islam – both young people and their parents	Specific knowledge: <ul style="list-style-type: none"> - Understanding other cultures and religions as well as alternative values and beliefs (whilst being careful to avoid 'othering') - Knowledge of an alternative values framework 	Broader community views which enable or do not oppose extremism. Persuasive, clear messages. Exploiting knowledge gaps.
Sense of injustice Humiliating experiences (including bullying, racial discrimination as well as perceived humiliating experiences. Perhaps linked closely to sense of injustice) Exclusion – lack of belonging to peer or community networks, associations etc	Teaching practice/pedagogy: <ul style="list-style-type: none"> - Boosting critical thinking (seeing through propaganda, singular messages etc) - Helping to see multiple perspectives - Using multiple resources/methods - Embedding or sustaining dialogue following specialist interventions - Enabling students to tackle difficult issues - Linking school work to the wider community - Drawing evidence from across the curriculum - Developing in young people a sense of multiple identities. Help young people become aware of, and comfortable with, multiple personal identity 	
Below the line: factors that are out of scope of this study	Other factors	Sense of dignity and importance and loyalty
Disaffection with wider societal issues Disruptive home life	Support from senior leaders Pupil support processes	Exciting (non-teaching) activities Sense of purpose in life