Prevent Policy 2023 - 27

THE VAYNOR FIRST SCHOOL	Policy review date	Autumn 2023
	Date of next Review	Autumn 2027
	Who reviewed this policy?	Governing Body
	Date approved by Governing body	October 2023
	Name of Designated Safeguarding Lead/Prevent Lead	Helen Colcombe
	Name of Deputy Designated Safeguarding Lead	James Walker

This policy has been reviewed; to the best of our knowledge we do not feel it impacts negatively on any specific group or individual within our school community.

Rationale

The rationale of a 'Prevent' policy is to protect children from harm and to ensure that they are taught in a way that is consistent with the law and our values. Awareness of prevent and the risks it is intended to address are both vital. Staff can help to identify, and to refer to the relevant agencies, children whose behaviour suggests that they are being drawn into terrorism or extremism. This 'Preventing Radicalisation Policy' is part of our commitment to keeping children safe.

Statutory Duties

The duty to prevent children and young people being radicalised is set out in the following documents:
• Counter Terrorism and Security Act (2015)
• Keeping Children Safe in Education (2023)
• Prevent Duty Guidance (updated 2023)
• Working together to Safeguard Children (updated 2022)

Definitions

Extremism is defined in the 2011 Prevent strategy as 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. We also include in our definition of extremism calls for the death of members of our armed forces, whether in this country or overseas.

Radicalisation refers to the process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups.

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

The Prevent Duty

There are four themes staff should be aware of when considering the Prevent Duty. These are:
• Risk Assessments
• Working in partnership
• Staff training
• Computing policies

Risk Assessments

This is the awareness of the risk to children and their families being drawn into terrorism and requires an understanding of those vulnerable to radicalisation. Staff receive online training to help them to identify who may be at risk.

Working in Partnership

Working with other agencies, professionals and families concerned is a vital part of the Prevent Duty. Worcestershire Children's First play an important role in the co-ordination of this and the school promotes strong communication with external agencies.

Staff Training

Staff training is an important element to ensure that staff are well-equipped to identify the risks of being drawn into extremism and terrorism. Staff complete Government online Prevent Duty Training.

Computing Policies

Safe access to the internet should be central to all online usage. In relation to Prevent, schools should ensure suitable filtering is in place. Please refer to our Online Safety policy.

Prevent at The Vaynor First School

The staff and governors at The Vaynor First School take their duties to protect children from radicalisation and extremism very seriously, however they are mindful that our pupils are aged 4-9 years and feel it is through a broad and balanced curriculum underpinned by a strong SMSC (Spiritual, Moral, Social, and Cultural), ethos that we will aid children to grow up as strong individuals able to make informed life choices.

All adults actively carry out their duty of care in reporting to senior leaders any concerns in line with our safeguarding policy regarding the children or family situations which could cause harm to our pupils. The governors also take their duty of care very seriously with regard to safer recruitment and application of safeguarding policies such as Disclosure and Barring Service and internal vetting procedures for visitors.

This is achieved through our belief that education can be a powerful tool, equipping young people with the knowledge, skills and reflective abilities to think for themselves, to challenge and debate, giving young people opportunity to learn about different cultures and faiths and, to gain an understanding of the values we share. Exploring ideas, developing a sense of identity and forming views are a normal part of growing up.

Examples of where this exhibits in practice are:
- The school vision, aims and values clearly enunciate the value we place on each individual and their understanding of their role in the school team and wider community
- A curriculum in which pupils have a voice, and engages pupils in reflecting on next steps of learning and in discussing and challenging a range of concepts and ideas from places such as peer comments, media and internet outputs
- An active school council, led by pupils which feeds back directly to the SLT and influences decisions
- Focused units of work that engage children in considering what it means to be British and that being British is about living alongside others in a multi-cultural community; engendering understanding of the viewpoints and practices, backgrounds and contributions everyone makes to the country
- Opportunities to develop cultural and social understanding are taken through school assemblies; displays i.e. pupil voice, 'What I'm proud of,' specific religious festivals; a shared understanding of what is politeness and good behaviour and learning behaviours which children display day in and day out; the use of peer play mentors

This policy can also be seen in action through the approaches and polices for other areas:

- Online Safety and Acceptable Use
- Safeguarding
- Code of Conduct
- Religious Education
- PSHE
- Behaviour
- Equality

Channel

Channel is a programme which offers support to families who are identified as being vulnerable to being drawn into terrorism. Referrals can be made by schools if they are concerned that an individual may be vulnerable to radicalisation. Staff should contact the headteacher if there are any concerns for further support.

	Radicalisation and Extremism Risk Assessment
Is there a section on radicalisation in the school's safeguarding policy?	• Yes
Has the school got a trained Prevent lead?	• Yes, the headteacher is the Prevent Lead
Do all staff know who to discuss concerns with? (Single point of contact - SPOC)	• Yes, the headteacher or Deputy DSLs in her absence
Have staff/governors received appropriate training?	• Prevent Lead updated training • Staff complete online training
What systems are in place to ensure that visitors to school are monitored?	• Any visitors to the school must be agreed by the headteacher or deputy headteacher and the reasons for their visit • Visitors on site are always supervised by a member of staff • Visitors to the school for teaching and learning purposes such as assembly delivery, are asked to share the content before the date of the visit
How does the curriculum support British Values?	• Assemblies, PSHE, RE and Circle Time promote British Values • Children are empowered to speak up if they hear language or see behaviour which worries them • Children are taught about the various cultures, religions/faiths and beliefs from around the world through topics in MFL, humanities and DT (cooking)
How does the school keep up to date with any concerns in the school's locality/community around radicalisation and extremism?	• Positive relationships with parents and the local community help staff to respond to concerns • Regular vulnerability meetings with the school nurse • Communication with social workers • Vigilant, professionally curious staff
Are policies in place to support staff reporting concerns about extremism and radicalisation?	• Whistleblowing Policy, Online Safety Policy and Safeguarding Policy support staff if they have concerns
Are policies in place to support children reporting concerns about extremism and radicalisation?	• Online Safety Policy and Behaviour Policy (including Anti-Bullying) support children to report concerns to adults • Children know to report concerns to trusted adults through messages in PSHE, assemblies, class discussions
Are policies in place to support parents reporting concerns about extremism and radicalisation?	• Website shares lots of information for parents to signpost where to go if they have concerns