



ST. NICHOLAS SCHOOL CHILD OKEFORD

A CHURCH OF ENGLAND VOLUNTARY AIDED PRIMARY SCHOOL

MISSION STATEMENT

‘At St. Nicholas, we nurture everyone *to be the best we can be*, in a caring and inclusive Christian environment.’

PREVENT POLICY

(incorporating Prevent Duty Risk Assessment)

POLICY SUMMARY

The threat to the UK from international terrorism is substantial. In line with guidance from the Department for Education (DfE), Child Okeford School has a zero tolerance acceptance of extremist behaviour and ensures that our care, guidance and curriculum empowers young people to reject violent or extremist behaviour.

This policy has been drawn up by the Governors at Child Okeford School following guidance from the Department for Education (DfE).

DATE ADOPTED
June 2016

REVISION NUMBER
2

LAST REVIEW
June 2017

NEXT REVIEW
June 2018

1. **Ethos statement**

It is the aim of the Governing Body of Child Okeford School to support the implementation of policies and procedures which support the vision of the school.

2. **Introduction**

- (1) The threat to the UK from international terrorism is substantial. The terrorist threats that we now face are more diverse than ever before, dispersed across a wider geographical area and often in countries without effective governance. We therefore face an unpredictable situation!
- (2) Dealing with violent extremism is nothing new. Throughout history there have been groups prepared to use violence to achieve their aims. A small minority of these seek to radicalise young people with an ideology which justifies the use of violence through a distorted interpretation of a set of values (often associated with a religion).
- (3) In line with guidance from the Department for Education (DfE), Child Okeford School has a zero tolerance acceptance of extremist behaviour and ensures that our care, guidance and curriculum empowers young people to reject violent or extremist behaviour.
- (4) Whilst it remains very rare for school age children to become involved in extremist activity, young people can be exposed to extremist influences or prejudiced views, including via the internet, from an early age. Early intervention is a preferable way of tackling extremism.

3. **Definition**

Extremism can be defined as “holding of extreme opinions: the holding of extreme political or religious views or the taking of extreme actions on the basis of those views”.

4. **Strategies for preventing extremism**

- (1) The Office for Security & Counter Terrorism works to counter the threat from terrorism and their work is detailed in the counter terrorism strategy CONTEST. This strategy is based on four areas of work:
 - (i) **Pursue:** To stop terrorist attacks.
 - (ii) **Prevent:** To stop people becoming terrorists or supporting terrorism.
 - (iii) **Protect:** To strengthen our protection against a terrorist attack.
 - (iv) **Prepare:** To mitigate the impact of a terrorist attack.
- (2) Our role, as a school, is outlined more specifically in the DCSF document ‘Learning together to be safe: A toolkit to help schools contribute to the prevention of violent extremism.’

5. **Aims**

- (1) At Child Okeford School we follow the principles outlined in the DCSF toolkit which seeks to:
 - (i) **Raise awareness** within school of the threat from violent extremist groups and the risks for young people.
 - (ii) Provide **information** about what can cause violent extremism, about preventative actions taking place locally and nationally and where we can get additional information and advice.
 - (iii) Help schools understand the **positive contribution** they can make to empower young people to create communities that are more resilient to extremism, and **protecting the wellbeing** of particular pupils or groups who may be vulnerable to being drawn into violent extremist activity.

- (iv) Provide advice on **managing risks** and responding to incidents locally, nationally or internationally that might have an impact on the school community.
- (2) The school will use these principles to guide our work in all areas including building on our work in:
 - (i) Promoting pupil wellbeing, equalities and community cohesion.
 - (ii) Building the resilience of the school, working with partners, to prevent pupils becoming the victims or causes of harm.
 - (iii) Working with other agencies and parents to build community networks of support for the school.

Prevent Duty Risk Assessment

RISK ASSESSMENT	
Objectives	Evidence
THE RISK OF CHILDREN BEING DRAWN INTO TERRORISM ASSESSED	<ul style="list-style-type: none"> ➤ Staff can demonstrate a general understanding of the risks affecting children and young people; ➤ Staff can identify individual children who may be at risk of radicalisation and how to support them; ➤ There is a clear procedure in place for protecting children at risk of radicalisation; ➤ The school has identified a Prevent Lead: the Headteacher; ➤ The school exercises due diligence in relation to requests from external speakers and organisations using school premises; ➤ Completed assessment of the risk of children being drawn into terrorism; ➤ All staff have read Keeping Children Safe in Education July 2016; ➤ Staff received WRAP training 4th January 2016 -The Prevent Duty (DFE June 2015); ➤ All staff have read the updated Safeguarding Policy which includes a statement regarding the school's Prevent Duty; ➤ All staff understand how to record and report concerns regarding risk of radicalisation; ➤ Staff complete a log of concern about a child's welfare as they would do for any other Safeguarding issue; ➤ All staff know who the Prevent Lead is and that this person acts as a source of advice and support; and ➤ The Prevent Lead has informed staff about signs and indicators of radicalisation through Level 1 Safeguarding Training and Prevent Duty Training.
PROHIBIT EXTREMIST SPEAKERS AND EVENTS IN THE SCHOOL	<ul style="list-style-type: none"> ➤ Request an outline of what the speaker intends to cover; ➤ Research the person/ organisation to establish whether they have demonstrated extreme views/actions; ➤ Deny permission for people/ organisations to use school premises if they have links to extreme groups or movements; and ➤ Provide justification for their decisions in writing.
WORKING IN PARTNERSHIP	
Objectives	Evidence
THE SCHOOL IS USING EXISTING LOCAL PARTNERSHIP ARRANGEMENTS IN EXERCISING ITS PREVENT DUTY.	<ul style="list-style-type: none"> ➤ Staff record and report concerns in line with existing policies and procedures; ➤ CPD Prevent Lead, Safeguarding Governor and Safer Schools Team , Police and LA Team- 4th January 2016; ➤ All staff are clear on how to make appropriate referrals to other agencies including the LA Multi- Agency Safeguarding Hub if concerned; and ➤ All staff record and report concerns on the using our school's Statement of Concern Form. Records of referrals are kept in the Safeguarding File.

STAFF TRAINING	
Objectives	Evidence
ENSURE THAT CHILDREN ARE SAFE FROM TERRORIST AND EXTREMIST MATERIAL WHEN ACCESSING THE INTERNET IN SCHOOL	<ul style="list-style-type: none"> ➤ Children are taught about on-line safety with specific reference to the risk of radicalisation; ➤ Updated Prevent Policy; ➤ Updated E-safety Policy and Acceptable Use Policy; ➤ Ipad Policy; ➤ Social Networking Policy; ➤ Mobile and Electronic Devices Policy; ➤ Updated Anti-bullying Policy; and ➤ E-SAFETY curriculum for each year group.
BUILDING CHILDREN'S RESILIENCE TO RADICALISATION	<ul style="list-style-type: none"> ➤ Ensure that pupils have a "safe environment" in which to discuss controversial issues; ➤ Pupils develop "the knowledge, skills and understanding to prepare them to play a full and active part in society"; ➤ Through PSHE/ Citizenship, Circle Times and other curriculum activities, pupils are able to explore political, religious and social issues; ➤ Pupils are taught about the diverse national, regional and ethnic identities in the UK and the need for mutual respect; ➤ Relevant staff are aware of the government guidance:https://www.gov.uk/government/news/guidance-on-promoting-british-values-in-schoolspublished/; and ➤ British Values are integrated into the curriculum (Learning attitudes, PSHE, subjects such as History).
REFERENCES	<ul style="list-style-type: none"> ➤ Keeping Children Safe in Education: Information for all school and college staff DFE, September 2016; and ➤ The Prevent Duty: Departmental advice for schools and childcare providers DFE, June 2015.