

Ormiston Academy Trust



Prevent Policy

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Policy Version Control

Policy prepared by	OAT Mandatory Policy
Responsible committee	Full Governors
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Date ratified by LGB (if required)	
Description of changes from the model policy (if any)	

Ormiston Academy Prevent Policy

This policy should be read with the following policies;

- Safeguarding & Child Protection Policy
- Behaviour & Anti Bullying Policy
- E-Safety Policy
- PREVENT Strategy
- Keeping Children Safe in Education
- Working Together to Safeguard Children

Ormiston Meadows Academy is fully committed to safeguarding and promoting the welfare of all of its pupils. Every member of staff recognises that safeguarding against radicalisation and extremism is no different to safeguarding against any other vulnerability in today's society. This policy sets out our beliefs, strategies and procedures to protect vulnerable individuals from being radicalised or exposed to extremist views, by identifying who they are and promptly providing them with support.

Staff and Governors at Ormiston Meadows Academy are fully aware of its responsibility under the Prevent Duty 2015. <https://www.gov.uk/government/publications/protecting-children-from-radicalisation-the-prevent-duty>

We recognise that our responsibilities to prevent and protect children from extremism fit within our duty of child protection and safeguarding.

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'. Extremist organisations can develop and popularise ideas which create an environment conducive to violent extremism and terrorism.

Aims and Principles

This policy is intended to provide a framework for dealing with issues relating to vulnerability, radicalisation and exposure to extreme views. We recognise that we are well placed to be able to identify safeguarding issues and this policy clearly sets out how the school will deal with such incidents and identifies how the curriculum and ethos underpins our actions. The objectives are that:

- All governors, teachers, teaching assistants and non-teaching staff will have an understanding of what radicalisation and extremism are and why we need to be vigilant in school.

- All governors, teachers, teaching assistants and non-teaching staff will know what the school policy is on tackling extremism and radicalisation and will follow the policy guidance swiftly when issues arise.
- All pupils will understand the dangers of radicalisation and exposure to extremist views; building resilience against these and knowing what to do if they experience them.

- All parents/carers and pupils will know that the school has policies in place to keep pupils safe from harm and that the school regularly reviews its systems to ensure they are appropriate and effective.

The main aims of this policy are to ensure that staff are fully engaged in being vigilant about radicalisation; that they overcome professional disbelief that such issues will not happen here and ensure that we work alongside other professional bodies and agencies to ensure that our pupils are safe from harm.

Definitions and Indicators

Radicalisation is defined as the act or process of making a person more radical or favouring of extreme or fundamental changes in political, economic or social conditions, institutions or habits of the mind. Extremism is defined as the holding of extreme political or religious views.

There are a number of behaviours which may indicate a child is at risk of being radicalised or exposed to extreme views. These include;

- Spending increased time in the company of other suspected extremists.
- Changing their style of dress or personal appearance to accord with the group.
- Day-to-day behaviour becoming increasingly centered on an extremist ideology, group or cause.
- Loss of interest in other friends and activities not associated with the extremist ideology, group or cause
- Possession of materials or symbols associated with extremist cause.
- Attempts to recruit others to the group/cause.
- Communication with others that suggests identification with a group, cause or ideology.
- Using insulting or derogatory names for another group.
- Increase in prejudice-related incidents committed by that person – these may include;
 - physical or verbal assault.
 - proactive behaviour
 - damage to property
 - derogatory name calling
 - possession of prejudice related materials
 - prejudice related ridicule or name calling
 - inappropriate forms of address
 - refusal to co-operate - attempts to recruit to prejudice-related organisations

- condoning or supporting violence towards others.

Procedures for Referrals

Staff are reminded to suspend any 'professional disbelief' that instances of radicalisation 'could not happen here' and to be 'professionally inquisitive' where concerns arise. Staff should refer any concerns through the appropriate channels. We believe that it is possible to intervene to protect people who are vulnerable. Early intervention is vital and staff must be aware of the established processes for front line professionals to refer concerns about individuals and/or groups. We must have the confidence to challenge, the confidence to intervene and ensure that we have strong safeguarding practices based on the most up-to-date guidance and best practise. The Principal, SENCo and Attendance, Behaviour and Family Liaison Officer are trained as Designated Leaders for Child Protection and Safeguarding. They will deal swiftly with any referrals made by staff or with any concerns reported by staff.

Training

Mrs Jean Watt (Principal) and Mrs Naomi James (SENCo) and Mrs Clare French are the PREVENT leads at Ormiston Meadows Academy. Mr Eric Winstone is the Governor who have responsibility for this area.

Curriculum

Our curriculum is broad and balanced and promotes respect, tolerance and diversity. Children are encouraged to share their views and recognise that they are entitled to have their own different beliefs which should not be used to influence others. Our SMSC provision is embedded across the curriculum. It directs our assemblies and underpins the ethos of our school. It is recognised that children with low aspirations are more vulnerable to radicalisation and therefore we strive to equip pupils with confidence, selfbelief, respect and tolerance as well as setting high standards and expectations for themselves. Children are regularly taught about how to stay safe when using the internet and are encouraged to recognise that people are not always who they say they are online. They are taught to seek help if they are upset or concerned about anything they read or see on the internet.

Use of Online Technology and Social Media

Our school is aware of the risk of use of social media for online radicalisation.

<https://www.gov.uk/government/publications/the-use-of-social-media-for-online-radicalisation>

At Ormiston Meadows we promote a positive and protective school ethos. The school has an acceptable use of ICT policy. Pupils are taught about internet safety as part of our curriculum. Pupils are reminded of the importance of speaking to a trusted adult either in school or at home if they feel vulnerable or unsafe. This would include any concerns they have about images, messages or contacts online. Ormiston Meadows recognises that any attempt to counter extremism and prevent radicalisation cannot be achieved by one organisation alone but relies on the sharing of information and productive partnership

working. In upholding the Prevent duty Ormiston Meadows works with a number of partners, including:

- The Education Child Protection Service
- The Police and PCSOs
- Childrens Social Care
- Community and religious leaders
- Parents and the wider community

Further Reading

- The Prevent Strategy, GOV.UK- Home Office
- Keeping Children Safe I Education – DfE
- Working Together to Safeguard Children HM Gov
- Learning Together to be Safe: a Toolkit to help schools contribute to the prevention of violent extremism was published in 2008 by the Department for Children, Schools and Families (DCSF), a predecessor of the Department for Education.
- Prevent duty guidance <https://www.gov.uk/government/publications/prevent-duty-guidance>