



Where learning's an adventure

PREVENT Statement and Practice

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Ethos Statement: It is the aim of the Governing Body of Federated GB of EGA and Copenhagen to support the implementation of policies and procedures which support the vision of the school. Copenhagen Primary school is fully aware of its responsibility under the Prevent 2015

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/439598/prevent-duty-departmental-advice-v6.pdf

and recognises that its responsibilities to prevent and protect children from extremism, fits within its duty of child protection and safeguarding.

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/447595/KCSIE_July_2015.pdf

This policy forms part of the school's commitment to keeping children safe. Since the 'Education and Inspections Act 2006', schools have a duty to promote community cohesion. Over the last few years, global events have led to a growth in extremist viewpoints, including advocacy of violent extremism.

Introduction

In March 2015, new statutory duties were placed on schools by the Counter Terrorism and Security Act (2015) which requires them to work to prevent children being drawn into extremism.

Safeguarding children from all risks of harm is a key element of the school's responsibility, and protecting from extremism is one aspect of that. Schools have an important part to play in both educating children and young people about extremism and recognising when pupils are at risk of becoming radicalised.

We have a duty to prepare our children for life in modern Britain and to keep them safe. All staff are expected to uphold and promote the fundamental principles of British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs.

Evidence shows that children with low aspirations are more vulnerable to radicalisation. Therefore the school's ethos and work it carries out to ensure pupils have confidence and self-belief, are tolerant and respectful whilst having high expectations of themselves, and are crucial in combating radicalisation.

Aims:

The main aims of this policy statement are to ensure that staff and governors are vigilant for the signs of 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 children are safe from harm.

Objectives:

- 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 anti-radicalisation and extremism and will follow the policy when issues arise
- All teachers, teaching assistants and non-teaching staff will undertake Channel Training :
http://course.ncalt.com/Channel_General_Awareness
- The school will ensure this policy is available to the wider school community through its website and in hard copy from the school office on request

Definitions:

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” We have adopted the 2011 Prevent Strategy definition 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.

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/263181/ETF_FINAL.pdf

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

Extremism: British Values: include democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs. Copenhagen Primary School Policy in our RE / Values/ PSCHE curriculum.

Signs of Vulnerability

There are no known definitive indicators that a young person is vulnerable to radicalisation, but there are a number of signs that together increase the risk.

These include:

Continual refusal to conform
Underachievement
Being in possession of extremist literature
Poverty

Social exclusion
Traumatic events
Global or national events
Religious conversion
Change in behaviour
Extremist influences
Conflict with family over lifestyle
Confused identity
Victim or witness to race or hate crimes
Rejection by peers, family, social groups or faith

Recognising extremism

Early indicators of radicalisation or extremism may include:

Showing sympathy for extremist causes
Glorifying violence, especially to other faiths or cultures
Making remarks or comments about being at extremist events or rallies outside school (but there are also very powerful narratives, programmes and networks that young people can come across online so particular individuals / groups may not become apparent)
Evidence of possessing illegal or extremist literature
Advocating messages similar to illegal organisations or other extremist groups
Out of character changes in dress, behaviour and peer relationships –
Secretive behaviour
Online searches or sharing extremist messages or social profiles
Intolerance of difference, including faith, culture, gender, race or sexuality
Graffiti art work or writing that displays extremist themes
Attempts to impose extremist views or practices on others
Verbalising anti-Western or anti-British views
Advocating violence towards others
Procedure for referrals
Although serious incidents involving radicalisation have not occurred at Copenhagen Primary School to date, it is important for us to be vigilant and fully informed about issues that affect the local and wider area. Staff are reminded to suspend any professional disbelief that incidents of radicalisation 'could not happen here' and to refer any concerns to the Child Protection Officer, Miss Harsha Patel, Headteacher or Miss Eleanor Clark, Deputy Headteacher, in her absence.

Role of the Curriculum:

Through the Copenhagen written and unwritten curriculum the school promotes community cohesion.

<http://www.communitycohesionncc.org.uk/docs/280.pdf>

We are committed to ensuring that our pupils are offered a broad and balanced curriculum that aims to prepare them for life in modern Britain. We encourage our pupils to be inquisitive learners who are open to new experiences and are tolerant of others.

Our values and restorative practices support the development of pupils as reflective learners within a safe, respectful and tolerant learning environment.

Through our curriculum, pupils 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 RE, PSHCE and SMSC provision is embedded across the curriculum, and underpins the ethos of the school.

<http://www.copenhagen.islington.sch.uk/wp-content/uploads/2013/10/Discovery-RE-and-British-Values-grid.pdf>

School Inspection Handbook from Sept 2015

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/458866/School_inspection_handbook_section_5_from_September_2015.pdf

Promoting fundamental British Values as part of SMSC in schools
Departmental Advice 2014

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/380595/SMSC_Guidance_Maintained_Schools.pdf

Pupils are taught how to stay safe when using the internet and encouraged to recognise that people are not always who they say they are online. They are taught to seek adult help if they are upset or concerned about anything they read or see on the internet. The internet provides children and young people with access to a wide-range of content, some of which is harmful.

Extremists use the internet, to share their messages there are filtering systems used in our school blocks inappropriate content, including extremist material, but pupils are regularly reminded to report any inappropriate material that may get through the school's filter so the matter can be addressed.

The school has Acceptable Use of IT Policy and during the school day restricts access to external sites that may be unsafe or unsuitable. The school uses KIDREX.COM to enable pupils to interact with each other using a safe moderated platform. Twice a year pupils receive an update on how to keep themselves safe on line (once during Positive Anti-Bullying Week in November and as part of Internet Safety Week in February). 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. Pupils are also taught to speak to the school's IT leader Mr Sean Bint to use the CEOPS button if they feel they are at risk.

Building resilience

“Schools can build pupils’ resilience to radicalisation by providing a safe environment for debating controversial issues and helping them to understand how they can influence and participate in decision-making.”

We provide safe places for children to talk about any issues through the use of learning mentors and the inclusion leader.

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/439598/preventduty-departmental-advice-v6.pdf

The Office for Security & Counter Terrorism works to counter the threat from terrorism and their work is detailed in the counter terrorism strategy CONTEST.

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/97995/strategycontest.pdf

This strategy is based on four areas of work:

Pursue: To stop terrorist attacks

Prevent: To stop people becoming terrorists or supporting terrorism

Protect: To strengthen our protection against a terrorist attack

Prepare: To mitigate the impact of a terrorist attack

Raising a concern

If a member of the school community, a child, a member of staff or a member of the school community raises a concern that relates to the Prevent Duty e.g. a child at risk of radicalisation, or exhibiting extremist the school will take this matter seriously and will follow Child Protection procedures.

<http://www.lgfl.net/esafety/Pages/counter-extremism.aspx>

1. Speak to the Designated Personnel for Child Protection and Safeguarding
2. Take advice as to whether a Referral Form needs to be completed.
3. Send to MASH for assessment
4. Subject to MASH assessment Inter-agency procedures may follow including
5. To log a Prevent concern; they can use a referral
6. Escalation to Channel

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

Staff training

Miss Harsha Patel is the designed personal of PREVENT and undertook the training 11/09/2015. School staff have been trained and briefed on the PREVENT duty.

Channel training weblink

http://course.ncalt.com/Channel_General_Awareness

Through CPD opportunities in school, we will ensure our staff is fully aware of the threats, risks and vulnerabilities that are linked to radicalisation and is aware of the process of radicalisation and how this might be identified early on. This information will also form part of our safeguarding training.

Safer recruitment

We ensure our recruitment processes are rigorous, in line with statutory requirements, best practice guidance and the school's safer recruitment policy. These processes include the use of the DBS checks on all employees, governors and regular volunteers. Visitors: All visitors are accommodated in line with the school's school procedures and Contractors are required to sign documentation in advance of having access to school. LA contractors and university placement students are vetted by the LA/University.

Visiting speakers are required to work to a pre-agreed mandate and, if at any time, the supervising staff consider the input inappropriate they are to take immediate action.

Whilst at Copenhagen Primary School is fully compliant in the Prevent duty, and recognises the important role it has to play in this respect, the school will be thoughtful and proportionate in its response to ensure that no individual or group feels needlessly disenfranchised or unfairly discriminated.

At Copenhagen Primary School children come first and our priority is to deliver high quality teaching and learning whilst at the same time providing rich and truly enjoyable learning experiences for our community of children. Everything we do as a school is to ensure that the children achieve their very best.

Paramount to all at Copenhagen is to promote a positive, warm, inclusive, compassionate, optimistic and harmonious school culture, where every child and adult feels safe, happy, valued as a unique and precious individual, and realises personal achievement and experiences rewarding success.

Copenhagen values:

What does the word value mean to you?

Principles or standards of behaviour; one's judgement of what is important in life.

Child friendly version:

A value is something that you think is important which helps you to make good choices.

	Year 1	Year 2
September	Positivity	Healthy Happiness
October	Equality	Tolerance
November	Resilience	Perseverance
December	Integrity	Honesty
January	Pride	Courage
February	Appreciation	Gratitude
March	Hope	Faith
April	Thoughtful	Compassionate
May	Forgiveness	Patience
June	Confidence	Self-belief
July	Co-operation	Sharing
August	Love	Respect

This policy links:

Child protection
Safeguarding
E-safety
Whistleblowing
Equal opportunities
Anti-bullying
PSHCE statement
Our Values Statement
Staff Code of Conduct

Statutory duties:

The duty to prevent children and young people radicalised is set out in the following documents:

Counter Terrorism and Security Act (2015)
Keeping Children Safe in Education (2015)
Prevent Duty Guidance (2015)
https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/439598/prevent-duty-departmental-advice-v6.pdf
Working Together to Safeguard Children (2015)
Non-Statutory Guidance:
Promoting fundamental British Values as part of SMSC in schools:
Departmental advice for maintained schools (DfE 2014)

REVIEW OF SCHOOL CURRENT PRACTICE

Appendix 1 – Prevent audit for primary and secondary schools

An audit of this nature is a useful form of evidence for inspecting bodies such as Ofsted; it is also a useful self- assessment tool for leadership teams and staff to map what they are already doing well and what could be done to improve 'good practice' further. In the past, schools have used Community Cohesion audits in a similar way, with favourable comments from both leadership teams and Ofsted.

Appropriate members of the Senior Management Team, the Prevent Lead and a Governor who has responsibility for this area should carry out the audit; its findings should be shared with the whole staff. The audit must be reviewed at the very least bi – annually and a record of each audit filed and kept in school.

<p>Key When assessing the school's level of compliance use the following codes Red (R): no evidence Amber (A): partial evidence Green (G): secure evidence</p>

1. PREVENT OBJECTIVE 1: Clear leadership and accountable structures are in place and visible throughout the organisation

Evidence	Colour code	Action, when and responsibility
There is an identified strategic Prevent Lead within the school		HT
The strategic Prevent Lead understands the expectations and key priorities of PREVENT and these are embedded and explicit within safeguarding policies		All staff and HT is responsible
The Senior Leadership Team have a clear understanding and commitment to the Prevent Strategy and its key objectives		All SLT have completed the online training
The PREVENT agenda and its objectives are embedded within the appropriate safeguarding processes established and used in school.		In the school policy

2. Staff and the Governing Body have been appropriately trained according to their role

Evidence	Colour code	Action, when and responsibility
All staff and Governors know who the Prevent Lead is in school.		All teachers have read the documents.
They understand the risk of radicalisation and extremism and know how to recognise and refer children who may be at risk		All teachers and support staff have been trained and briefed.
There are appropriate policies, staff guidance and literature readily available to all staff on PREVENT		All documents – Admin team school foyer and staff room
Staff are confident and able to provide appropriate challenge to students, parents or Governors if opinions are expressed that are contrary to fundamental British values and the promotion of community cohesion; they know who to go to and how to report concerns		To evaluate this when incidents are reported. 0 reported incidents
Regular, continuous CPD updating training on PREVENT is available to the Strategic Prevent Lead and safeguarding leads where appropriate.		14 staff carried out the online training.

3. An appropriate reporting and referral process is in place and referrals are being managed effectively

An appropriate internal PREVENT referral process has been developed		In the prevent practice document
Partner agency communication channels have been established – Local Authority Prevent Lead and the Police, are first port of call when outside agencies need to be consulted or for making a Channel referral		All numbers in the school directories
Evidence of notification reports and/or referrals exists in school		No referrals to date
Prevent notifications or referrals are managed or overseen by designated staff e.g. the Prevent Lead		HT
A process is in place to identify, and develop 'lessons learnt'; a reflective process that will inform future action.		No referrals made
4. A broad and balanced curriculum that helps protect students against extremism and promotes community cohesion		
The school delivers a creative curriculum that helps develop critical thinking skills around the power of influence, particularly the persuasion of on-line sources and social media		Values based curriculum Philosophy for children. Discovery RE – enquiry based RE curriculum Debating skills in all year clubs Mindup Computing policy safety PSCHE curriculum Embeds community cohesion. Positive approach to build self-confidence and self-esteem – Dojo points, certificates, values ambassadors,
Themes and curriculum content provides opportunities to explore and reinforce the benefits of community cohesion and the damaging effects of all extremism on the local, national and global community		Through whole school assemblies. Black history month Whole school projects: Science Day; World Book Day; assemblies; Mind-Up; Values Day – Children have a strong sense of community on these days, increasing their feeling of safety in school and confidence.
A range of activities are planned and delivered in both lessons and the community, that explore the choices available to young people in the 21st century and the consequences of these		Mind up – act of kindness in the community. Anti-bullying week Police officer – building awareness assemblies
Resources, displays and literature provide balanced information, advice and alternative views for pupils and students		A P4C display School council Reading books Restorative practice
Pupils demonstrate in their work and relationships with others an ability to recognise diversity and the problems and possibilities inherent within this		Diversity assembly Black history month International day
The school provides opportunities to explore fundamental British values, equality, difference, faiths and beliefs., through the curriculum, collective worship and interaction with the wider community		Planned British values / Arts week World book days Religious occasions celebrated International day The school has shown support for several charities. Dogs Trust, NSPCC,

		Comic Relief, Sport Relief, Water Aid.WE day.Penny for London.
Spiritual, Moral, Social and Cultural education is understood as a central strand in PREVENT (promoting equality, exploring difference and British values) by all staff and is addressed as suggested in the 2014 SMSC guidance (see links and supporting guidance).		Refer to medium term plans 1:1 mentoring session Emotional Well-being groups (SEAL groups)

Current referrals – No reported disclosures or incidents.

Appendix 2 - Supporting children who are travelling/have travelled abroad to specific locations

Date 02/01/2016

Dear Parent

Travel Abroad

Name of Pupil has advised us that he/she will be travelling to {destination} on {Date} to {Date}.

Travel abroad can be a fantastic learning experience and we encourage pupils to broaden their life experiences to give them a deeper understanding of how other people live around the world. Any trip during term time is discouraged so that it does not negatively impact children's education.

We are aware that in some countries travel for British Nationals can mean increased risk of terrorist attack. Please see the link below of the latest advice and risks associated to a number of destinations. <https://www.gov.uk/foreign-travel-advice>

There have been numerous incidents of young UK nationals travelling abroad which breached current UK legislation, and also legislation of the country of destination if arriving illegally though unsupervised border crossings.

In a handful of cases parents were unaware of their child's plans to travel so this is one of the reasons that we have contacted you to confirm you are fully aware and are happy with the proposed travel arrangements.

Your child's safety is paramount to the school and travel abroad is covered within safeguarding protocols and current legal duties placed upon educational institutions. Please do not hesitate to contact (insert name) on any issues relating to the content of this letter

Yours sincerely,

**Ms Patel
Headteacher**