Preventing Extremism Policy

North Wolds Federation

September 2015

Introduction

This policy was written with reference to Lincolnshire Safeguarding Children Board's Prevent Duty Guidance July 2015 and DFE publication The Prevent Duty June 2015.

This policy should be read in conjunction with:
- Safeguarding Policy,
- Equal Opportunities Policy
- Anti Bullying Policy,
- Behaviour Policy,
- E-Safety Policy,
- Acceptable Use Policy,
- Prevent Duty Guidance July 2015,
- Keeping children safe in Education 2015
- Working Together 2015.

The Prevent Agenda

The ethos of Prevent is working in partnership with the community ensuring that everyone works together to prevent people being drawn into terrorism, including parents, schools, other settings, governors and the wider community. Prevent is about early intervention and encouraging a free conversation to be had regarding difficult topics.

The Prevent strategy, published by the government in 2011, is part of the overall counter-terrorism strategy, CONTEST. The aim of the Prevent strategy is to reduce the threat to the UK from terrorism by stopping people becoming terrorists or supporting terrorism. The Counter-Terrorism and Security Act 2015 contains a duty on specified authorities to have due regard to the need to prevent people from being drawn into terrorism.

Definitions and Indicators

    i. 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.

    ii. '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. The definition of extremism also includes calls for the death of members of the British armed forces, whether in this country or overseas

b. Radicalisation is a form of grooming and therefore abuse.

c. Example indicators that could suggest an individual is engaged with an extremist group, cause or ideology could include as below:

- Changing their style of dress or personal appearance to accord with the group.
- Self- segregation

- Day-to-day behaviour becoming increasingly centred 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 an extremist cause.
- Attempts to recruit others to the group/cause.
- Communications with others that suggests identification with a group, cause or ideology of concern
- Using insulting and/or derogatory names for another group.
- Increase in prejudice-related incidents committed by that person – these may include;
  - physical or verbal assault
  - provocative 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.

Risk Assessment

Settings are required to assess the risk, with local partners, of their children being drawn into terrorism, as well as their support for extremist ideas and terrorist ideology. The North Wolds Federation Risk Assessment, written in conjunction with De Aston School, can be found in Appendix One of this policy.

Staff Training

Settings must ensure that their staff is equipped to identify children at risk of being drawn into terrorism, as well as challenge and discuss extremist ideas. At North Wolds Federation all staff were trained in May 2015. Prevent training is embedded into the 5 year Child Protection Pathway approved by Governors in October 2015.

IT policies

Settings are expected to ensure that children are safe from online terrorist and extremist material, typically via appropriate levels of filtering. At North Wolds Federation pupils and staff are expected abide by acceptable user polices which make clear that accessing such sites is unacceptable. IT Settings in our schools restrict access to Social Media sites and ensure that children, young people, parents and teachers understand how to keep safe online. The Federation E-safety policy outlines how we safeguard children in this way.

Fundamental British Values

At the North Wolds Federation we promote British values through all aspects of school life including Collective Worship, behavior management and PSHE; See British Values statement.

Procedures for Referral

If we had a concern we would follow our usual Early Help and safeguarding processes in the first instance. If through completing an Early Help Assessment with the child and family a setting identifies or is concerned about radicalisation then a channel referral form should be completed. Early intervention is vital and any concerns, no matter how small must be referred to **CHANNEL using the referral form in Appendix 2 or send an email to channel@lincs.pnn.police.uk**

CHANNEL is a key element of the Prevent strategy. It is a multi-agency approach to protect people at risk from radicalisation. Channel uses existing collaboration between local authorities, statutory partners, the police and the local community to:

- identify individuals at risk of being drawn into terrorism.
- assess the nature and extent of that risk; and
- develop the most appropriate support plan for the individuals concerned.

If we suspect a criminal offence has taken place or a child is at immediate harm you must contact the police on 101or in an emergency 999. We recognise that we have a responsibility to communicate with the prevent team to ensure they have the latest information and are liaising with the appropriate agencies.

Roles and Responsibilities

The Federation Safeguarding governor is   Mr Simon Carey
The Federation Designated Person is   Andrew Smith
The Market Rasen Designated Person is   Nichola Allerston
The Nettleton Designated Person is   Rhiannon Schaffer.

Allegations Against Staff

Allegations against staff in the setting. Any concerns regarding members of staff must also be reported to the Local Authority Designated Officers (LADO) Anne Faulkner 01522 554674 or Ursula Morton 01522 554674

The Role of the Curriculum

At the North Wolds Federation we are aware of how important the curriculum is in ensuring children are not drawn into extremist behaviours and ideologies. As such:

- Children are taught fundamental British Values through many aspects of school life; see British Values statement (Appendix 3)
- Children access a broard and balanced curriculum which supports British values. PSHE is high profile in school.
- Children are taught e-safety from an early age; see E Safety 2 year rolling cycle.

Visitors and Visiting Speakers

All visitors and visiting speakers are approved by the Executive Head teacher or the Heads of School and will only be permitted if the visit has educational merit and does not pose a risk of harm to learners. Extremist speakers and events are prohibited.

Useful resources, contacts and links:

- Paul Drury, Prevent Support Officer, Lincolnshire County Council, 01522 555367, prevent@lincolnshire.gov.uk

- PREVENT Officer, East Midlands Special Operations Unit – Special Branch, 01522 885350, Email: prevent@lincs.pnn.police.uk

- EMTET contact details are 01427 787190, www.lincolnshire.gov.uk/emtet

- Anti-terrorist hotline 0800 789 321

Appendix One

PREVENT Risk Assessment September 2015
(Written in conjunction with De Aston School)

Prevent Vulnerability/Risk Area	Action / Response	Lead
Governors	Governors need training-To be discussed at Governors meeting October 2015.	AS
Senior Managers	All trained 05/15	AS
Staff	All trained 05/15	AS
Students	PSHE and collective worship all promote tolerance. E-Safety lessons keep children safe online.	AS/NA
Headteachers working together to assess risk and manage schools' duty in Market Rasen	Began July 2015 and on-gong	EB & AS
Do the institutions have an identified single points of contact (SPOC) in relation to Prevent?	The Prevent Lead for De Aston is the Safeguarding Lead Mike Bray and North Wolds Federation Lead is Andrew Smith.	AS
Exemplify British Values in their management, teaching and through general behaviours in the institution.	Curriculum ensures enriching opportunities in place. Ethos of the school leaders upholds traditional British values.	AS/NA
Understand the factors that make people vulnerable to being drawn into terrorism and to challenge extremist ideas which are used by terrorist groups and can purport to legitimise terrorism.	Understanding of leaders is strong. All staff are trained	AS
Are there adequate arrangements and resources in place to provide pastoral care and support as required by the institution?	Yes. Pastoral care is a top priority in both schools, with budgets set appropriately.	AS
Do the institutions have chaplaincy provision or is this support signposted locally or brought in?	Yes, both schools have a religious character and therefore clerical support and input.	AS/SJ
Are their adequate monitoring arrangements to ensure that this support is effective and supports the institutions welfare and equality policies?	Yes, monitoring occurs through the Governing Body in each school.	AS
Does the chaplaincy support reflect the student demographic and need?	Yes.	AS
Is there an effective policy/framework for managing speaker requests?	Yes; within the Prevent policy September 2015.	AS
Is it well communicated to staff/students and complied with?	To staff, not pupils.	AS
Do the institutions have a policy relating to the use of IT and does it contain a specific reference and inclusion of the Prevent Duty?	Yes-E Safety policy.	AS/VB
Do the institutions employ filtering/firewall systems to prevent staff/students/visitors from accessing extremist websites and material?	Yes.	AS/SD
Does this also include the use of using their own devices via Wi-Fi?	Pupils are not allowed to use own devices in school at North Wolds Federation.	AS/NA/RS
Does the system alert to serious and/or repeated breaches or attempted breaches of the policy?	Yes Securus in place and monitored regulary,	VB/AS
Do the institutions have prayer facilities?	The schools offer reflection areas.	AS

Prevent Vulnerability/Risk Area	Action / Response	Lead
Are there good governance and management procedures in place in respect of activities and space in these facilities?	Not applicable.	AS
Are there effective arrangements in place to manage access to the school by visitors and non-students/staff?	Yes. Visitors Policy.	AS
Is there a policy regarding the wearing of ID on site? Is it enforced?	Yes.	AS
Are dangerous substances kept and stored on site?	Yes.	AS
Is there a policy in place to manage the storage, transport, handling and audit of such substances?	Yes. These are covered by the Health and Safety policies, swimming pool policy, and risk assessments.	AS/BD
Is protection against the risk of radicalisation and extremism included within Safeguarding and other relevant policies?	Yes. See prevent policy September 2015.	AS
Do Safeguarding and welfare staff receive additional and ongoing training to enable the effective understanding and handling of referrals relating to radicalisation and extremism?	Yes. Regular safeguarding training-See 5 Year Pathway.	AS
Do the institutions utilise Channel as a support mechanism in cases of radicalisation and extremism?	Yes.	AS
Do the institutions have a policy regarding referral to Channel identifying a recognised pathway and threshold for referral?	Yes. See Prevent policy.	AS
Is the institution Prevent Lead and their role widely known across the institution?	Yes. This was covered in training in September 2015.	AS
Are staff made aware of the Prevent Duty, current risks and appropriate activities in this area?	Yes.	AS
Are there information sharing protocols in place to facilitate information sharing with Prevent partners?	Between schools yes.	AS/EB
Do the institutions have a critical incident management plan which is capable of dealing terrorist related issues?	Yes.	AS
Is a suitably trained and informed person identified to lead on the response to such an incident?	Yes	AS
Does awareness training extend to sub-contracted staff and volunteers?	Yes as part of their safeguarding training.	AS
Is the institution vigilant to the radicalisation of staff by sub-contracted staff and volunteers	Yes	AS
Are area risks known and managed?	Senior staff and governors are aware of the moderately high risk of exposure to right-wing extremist influence in the area, and the low risk of other forms of extremist and radical influence.	AS
Are provision specific risks known and managed?	Yes.	AS

Lincolnshire Police
Channel

Safeguarding vulnerable individuals from violent extremism

Referral form

Please fill in as much information as possible. Simply click in the grey box and type the details required. Once completed, email the form to **channel@lincs.pnn.police.uk**

The Channel process is about providing early intervention to prevent young and vulnerable people becoming radicalised into extremist violence. Violent extremism may be related to any religion or faith or to political or environmental issues. There is no single route into extremism, nor is there a simple profile of those that may become extremist. Factors that may indicate vulnerability to extremism may include:

- Possession of literature regarding military training, skills and techniques

- Possession of violent extremist literature

- The expression of extremist views advocating violent actions and means

- Association with known extremists, seeking to recruit others to an extremist ideology or claims of involvement with organisations espousing extreme violence

- Exposure to an ideology that appears to sanction, legitimize or require violence

- A range of perceived grievances, real and some imagined, to which there seems to be no credible and effective non-violent response.

It must not be assumed that these characteristics and experiences will necessarily lead to individuals becoming violent extremists, or that these indicators are the only source of information required to make an appropriate assessment about vulnerability. Channel is not about spying or gathering intelligence. Its aim is to identify people who may be vulnerable to being drawn into acts of extremist violence for whatever purpose.

The information you provide on this form will be held on police systems and will be used to determine if further enquiries, investigations and interventions are required. Please provide as much information as possible. Where possible, any suspicion or opinion should be supported by reference to others facts or sources.

Ordinarily, should you be disclosing personal information from your information systems you should obtain the consent of the individual concerned though we appreciate this isn't always possible or desirable. **Information that you provide may be shared with other partners and organisations.** You may wish to consult your Data Protection Officer for further advice.

1. Details of person / organisation making the referral:

Name:	
Organisation:	
Contact number(s):	
Email address:	
Date of referral:	

2. Details of person being referred to Channel

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Name of person being referred:	
Date of birth (if known):	
Address:	
Phone number:	
Details of family members, associates, and friends that may be linked to this activity:	
Other agencies involved with referral (include names and contact details):	
School/college attended, place of work, occupation etc:	

3. Reasons for referral

Please give as much detail as possible of why you consider this person to be at risk or vulnerable to extremist violence. This should include any opinions and where approriate, facts or evidence supporting these opinions.

Thank you for completing the Channel referral form. Please email the form to

Channel@lincs.pnn.police.uk
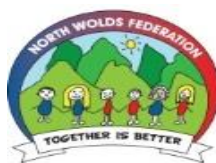
North Wolds Federation

British Values Statement

March 2015

The North Wolds Federation is committed to serving its respective communities. It recognises the multi-cultural, multi faith and ever-changing nature of the United Kingdom yet appreciates that children in our schools live in a less diverse environment than many other children across the country. Therefore we believe it is incumbent upon the Federation to work even harder to promote mutual respect and tolerance of those with different faiths, cultures and beliefs

The Federation understands the vital role it has in ensuring that groups or individuals within the school are not subjected to intimidation or radicalisation by those wishing to unduly, or illegally, influence them.

The Department for Education states that there is a need:

"To create and enforce a clear and rigorous expectation on all schools to promote the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs".

The Department for Education defines British Values as follows:

• Respect for democracy and support or participation in the democratic process
• Respect for the basis on which the law is made and applies in England
• Support for equality of opportunity for all
• Support and respect for the liberties of all within the law
• Respect for and tolerance of different faiths and religious and other beliefs

Our school reflects British values in all that we do. We aim to nurture our children on their journey through life so they can grow into safe, caring, democratic, responsible and tolerant adults who make a positive difference to British society and to the world. We encourage our children to be creative, unique, open-minded and independent individuals, respectful of themselves and of others in our school, our local community and the wider world.

The school uses strategies within the National Curriculum and beyond to secure such outcomes for children. Examples follow that show how we do this.

Democracy
• Children are encouraged to discuss topics of interest, express their views and make a meaningful contribution to the running of the school on matters that directly involve pupils.
• Children have the opportunity to have their voices heard through school council, pupil questionnaires and pupil interviews.
• The elections of members of the School Council are based on pupil votes.
• Our school behaviour policy involves rewards which the pupils have discussed and agreed.
• Class rewards are discussed and agreed.

Rule of Law
• Our school follows agree rules which are integral to our learning and ethos every day.
• School rules and expectations are clear, fair and regularly promoted.
• Pupils are always helped to distinguish right from wrong, in the classroom, during assemblies and in the playground with reference to our 6 key values.
• Pupils are encouraged to respect the law and the school hosts visits from authorities such as the Police, Fire Service, Ambulance, etc. to help reinforce this message
• The Behaviour and Anti-Bullying policies set out clear expectations of the children's responsibility to themselves and others.
• Pupils are encouraged to be independent learners, constantly making choices, within a safe and supportive environment.

Individual Liberty
• Within school, pupils are actively encouraged, and given the freedom to make choices, knowing that they are in a safe and supportive environment. eg. by signing up for extra-curricular clubs.
• Pupils are supported to develop their self-knowledge, self-esteem and self- confidence.
• Pupils are encouraged to take responsibility for their behaviour and our pastoral support reinforces the importance of making the right choices.
• Pupils are encouraged to know, understand and exercise their rights and personal freedoms and are advised how to exercise these safely, for example through our e-safety teaching and PSHE lessons.
• Vulnerable pupils are protected and stereotypes challenged. A strong anti- bullying culture is embedded in the school and any form of bullying is challenged and addressed. The school also operates a robust system of logging incidents

Mutual Respect and Tolerance of Those with Different Faiths and Beliefs
• One of the schools key values is respect. The pupils know and understand that it is expected that respect is shown to everyone, adults and children alike.
• Collaborative work is used within lessons and children value others' opinions.
• Pupils are helped to acquire an understanding of, and respect for, their own and other cultures and ways of life through the use of the International Primary Curriculum and Religious Education.
• Staff and pupils are encouraged to challenge prejudicial or discriminatory behaviour.
• Links and visits are promoted with local faith communities and places of worship. E.g. Members of different faiths or religions are invited to school to share their knowledge and enhance learning within Collective Worship and in class.
• Through the PSHE and RE curriculums pupils are encouraged to discuss and respect differences between people, such as differences of faith, ethnicity, disability and gender.
• Collective worship and discussions involving prejudices and prejudiced-based bullying have been followed and supported by learning in RE and PSHE.
• We offer a culturally rich and diverse curriculum in which all major religions are studied and respected and global dimension work embedded in many of our curriculum. These curriculum topics offer children the chance to reflect on our core values and British values