

# Crest Infant & Nursery School



## Prevent Policy Statement (Including the Prevent Risk Assessment)

**Person responsible: Jane Shields**

**Date of original policy: April 2016**

**Date of this review: October 2019** (in accordance with KCSIE 2019)

**Date of next review: February 2022**

## **1. Policy Statement**

Crest Infant & Nursery School is fully committed to safeguarding and promoting the welfare of all 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. Our Prevent Policy sets out our beliefs, strategies and procedures in order to protect vulnerable individuals from being radicalised or exposed to extremist views, by identifying who they are and promptly providing them with support.

## **2. Links to other policies – this policy should be read in conjunction with the Keeping Children Safe in Education 2019 document.**

This policy links to the following school policies;

- Child Protection
- Safeguarding
- Equality
- Anti-bullying
- Peer to Peer Abuse
- Behaviour management
- Online Safety

The following national guidelines should also be read when working with this policy;

- PREVENT Strategy HM Government – Counter Terrorism Act 2015
- Keeping Children Safe in Education DfE 2019
- Working Together to Safeguard Children HM Government 2015 (updated in 2018)

## **3. Aims and Principles**

This policy is intended to provide a framework for dealing with issues relating to vulnerability, radicalisation and exposure to extreme views. This sets out how the school will deal with such incidents and identifies how the curriculum and ethos underpins our actions:

At Crest Infant & Nursery School:

- All staff and governors will have an understanding of what radicalisation and extremism are and why we need to be vigilant in school
- All staff and governors will know what the school policy on tackling extremism and radicalisation is and will follow the policy guidance swiftly when issues arise.
- All pupils will be taught about the dangers of radicalisation and exposure to extremist views at an age appropriate level; 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 and that the school regularly reviews its systems to ensure they are appropriate and effective.

The aims of this policy are to ensure that staff members 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 together alongside other professional bodies to keep our pupils safe from harm.

## **4. 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 an increasing amount of 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 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
- Using insulting 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

## **5. Procedures for referrals/risk assessments**

Although serious incidents involving radicalisation have not occurred at Crest Infant & Nursery School to date, it is important for us to be constantly vigilant and remain fully informed about the issues which affect the local area and society in which we work. Staff are reminded to suspend any 'professional disbelief' that instances of radicalisation 'could not happen here' and to be 'professionally inquisitive' where concerns arise, referring any concerns through the appropriate channels. (See appendix 1 – Dealing with referrals).

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 practice.

The Designated Safeguarding Lead (or the Deputy Designated Safeguarding Co-ordinators in her absence) will deal swiftly with any referrals made by staff or with concerns reported by staff. A decision will be made as to when a referral to external agencies is required. (See appendix 1 – Dealing with referrals)

As with any child protection referral, staff must be made aware that if they do not agree with a decision not to refer, they can make the referral themselves and will be given the contact details to do this via the MedwaySsafeguarding Children Board.

## **6. Governors, Leaders and Staff**

The Headteacher and Deputy Head are the leaders for referrals relating to extremism and radicalisation. In the unlikely event that the Headteacher and Deputy are not available, the Inclusion Leader will make the referral.

Staff will be fully briefed as to what to do if they are concerned about the possibility of radicalisation relating to a pupil, or if they need to discuss specific children whom they consider to be vulnerable to radicalisation or extremist views.

The role of the curriculum and British Values

At Crest Infant School and Nursery we offer a broad and balanced curriculum which promotes respect, tolerance and diversity. Children are encouraged to share their views and recognise that they are entitled to have their own beliefs which should not be used to influence others.

Our PSHE provision, which includes a strong emphasis on developing character, is embedded across the curriculum. This is further underpinned by our commitment to upholding the British Values as set out by the DfE - in Promoting British Values through Spiritual, Moral, Social, Cultural work, 2014. We promote the fundamental British values of democracy, rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs. These beliefs direct our assemblies and underpin the ethos of our school.

It is recognised that children with low aspirations are more vulnerable to radicalisation and therefore we strive to equip our pupils with confidence, self-belief, respect and tolerance as well as setting high standards and expectations for themselves.

Children are taught 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 adult help if they are concerned or upset about anything they read or see on the internet.

## **8. Staff Training**

We will ensure that our staff are fully aware of the threats, risks and vulnerabilities linked to radicalisation; are aware of the process of radicalisation and how this might be identified early on and are aware of how we can provide support as a school to ensure our children are resilient and able to resist involvement in any behaviour they do not wish to be involved in. This includes involvement in radical or extreme activities. (See appendix 2 – Staff Training)

## **9. Visitors and the use of the School Premises**

If any member of staff wishes to invite a visitor into the school, they must seek permission from the Headteacher.

Upon arriving at the school, all volunteers and visitors including contractors, are made aware, through posters located around the school, of who the Designated Safeguarding Lead Professionals are and how to report any concerns they may experience

If any agreement is made to allow non-school groups or organisations to use the premises, appropriate checks will be carried out before agreement is given. Usage will be monitored and in the event of any behaviour not in-keeping with the Prevent Policy, the school will contact the police.

## **10. Policy Review**

The Governing Body is responsible for ensuring the annual review of this policy along with the Safeguarding and Child Protection policies. It will be next reviewed in the Spring term 2021 by the Full Governing Body

## **APPENDIX A – PREVENT RISK ASSESSMENT**

## APPENDIX 1 – Referral Process

We are aware of the potential indicating factors that a child is vulnerable to being radicalised or exposed to extreme views, including peer pressure, influence from other people or the internet, bullying, crime and anti-social behaviour, family tensions, race/hate crime, lack of self-esteem or identity, prejudicial behaviour and personal or political grievances.

In the event of prejudicial behaviour the following system will be followed;

- All incidents of prejudicial behaviour will be reported directly to the Designated Officer and/or the Head Teacher.
- All incidents will be fully investigated and recorded in line with the schools policy and records will be kept in line with procedures for any other safeguarding incident.
- Parents/carers will be contacted and the incident discussed in detail, aiming to identify motivating factors, any changes in circumstances at home, parental views of the incident and to assess whether the incident is serious enough to warrant a further referral. A note of this meeting will be kept alongside the initial referral.
- If deemed necessary, serious incidents will be discussed and referred to Kent Police and the Medway Safeguarding Board
- If deemed necessary, a Referral Form to Kent Police may be needed and can be found at:

<https://www.kent.police.uk/advice/terrorism/terrorism-in-the-uk-reporting-terrorism/>

## Appendix 2: Staff

### Training

	Delivered by	Delivered to	When and at what frequency
<b>Type of Training</b> <b>Channel Awareness Training</b>	Online : <a href="http://course.ncalt.com/Channel_General_Awareness/01/index.html">http://course.ncalt.com/Channel_General_Awareness/01/index.html</a>	All staff, governors, office staff, site management and dinner supervisors	Refresher for all staff annually in the Autumn as part of whole school safeguarding training
<b>Safer Recruitment Training</b>	MCSB or L& J Consultancy	Headteacher , SLT and relevant Governors	Refreshed on 5 year basis. Certificates held in school
<b>Safeguarding and Child Protection 'Working Together' Training</b>	MCSB or L& J Consultancy	All DSLs  All staff and governors	Refreshed on an annual year basis. Certificates held in school  Updated every 3 years as a minimum with regular refresher sessions held throughout each academic year.



Crest Infant & Nursery  
School PREVENT Risk Assessment & Actions  
April 2017

Updated March 2018, September 2018, July 2019

RISK ASSESSMENT	
Hazard	EVIDENCE
<p>The risk of children being drawn into terrorism</p>	<ul style="list-style-type: none"> <li>• Staff can demonstrate a general understanding of the risks affecting children and young people;</li> <li>• Staff can identify individual children who may be at risk of radicalisation and how to support them;</li> <li>• Staff are aware of the procedure in place for protecting children at risk of radicalisation</li> <li>• The school has identified a Prevent Lead, Jane Shields, Headteacher</li> <li>• All staff have read at least Part 1 of Keeping Children Safe in Education, September 2018</li> <li>• All staff have read the Safeguarding Policy (updated annually) which includes a statement about PREVENT</li> <li>• All staff have completed online training (Channel) and understand how to report concerns regarding risk of radicalisation</li> <li>• Staff complete a log of any concerns about a child's welfare as they would for any other safeguarding issue</li> <li>• All staff know who the prevent lead is and that this person acts as a source of support and advice</li> <li>• Staff who join the school mid-year are inducted with regard to the PREVENT Strategy as they are for other aspects of safeguarding</li> <li>• The PREVENT lead has informed staff about signs and indicators of radicalisation via the Channel programme and regular safeguarding training and all staff and governors are required to complete</li> <li>• Governor receive</li> </ul>
<p>Prohibit extremist speakers and events in school</p>	<ul style="list-style-type: none"> <li>• Request and outline of any content prior to the event</li> <li>• Deny permission for people/organisations to use the school premises if they have links to extreme groups or movements</li> <li>• Carry out research of the person or organisation to ascertain whether they have a record of voicing extreme views</li> <li>• Any parent or member of the public stating extreme views on the school premises would be appropriately challenged by the school leadership and a referral made</li> </ul>
WORKING IN PARTNERSHIP	
OBJECTIVES	EVIDENCE
<p>The school is using existing local partnership arrangements in exercising its PREVENT Duty</p>	<ul style="list-style-type: none"> <li>• Staff will record and report concerns in line with existing policies and procedures</li> <li>• PREVENT lead would make appropriate referrals to other agencies including the LA Multi–Agency Safeguarding Team and Channel Panel</li> </ul>

	<ul style="list-style-type: none"> <li>• All staff will record and report concerns on the usual safeguarding ‘concern form’. Records will be kept in the Safeguarding file in the HTs office</li> <li>• Referrals will be followed up immediately</li> <li>• CPD Lead and PREVENT Lead attended a Medway LA Safeguarding/PREVENT Conference, November 2016</li> </ul>
<b>STAFF TRAINING</b>	
<b>OBJECTIVES</b>	<b>EVIDENCE</b>
Equip Staff to identify children at risk of being drawn into terrorism and to challenge extremist ideas	<ul style="list-style-type: none"> <li>• The training needs of staff will be addressed in light of the school’s assessment of the risk to pupils at the school of being drawn into terrorism</li> <li>• Two Designated Safeguarding Leads have undertaken PREVENT Awareness Training, March 2016, January 2017</li> <li>• The PREVENT Lead provides advice and support to staff members on protecting children from radicalisation</li> <li>• The PREVENT Lead ensures staff members have undertaken the Channel training</li> <li>• PREVENT is discussed as part of ongoing and regular safeguarding training and is an item on the annual training on the first day of term 1</li> <li>• Level 1 Safeguarding training, including PREVENT for all staff 4<sup>th</sup> January 2018</li> </ul>
<b>IT POLICIES</b>	
<b>OBJECTIVES</b>	<b>EVIDENCE</b>
Ensure that children are safe from terrorist and extremist material when accessing the internet in school	<ul style="list-style-type: none"> <li>• The school has the Medway LA filtering in place</li> <li>• Children are taught about on-line safety</li> <li>• The e-safety policy has been updated to include reference to PREVENT</li> <li>• Updated Acceptable Use of the Internet Policy</li> <li>• Updated anti-bullying policy</li> <li>• The curriculum reflects this duty but at a level of understanding for our young children</li> </ul>
Building children’s resilience to radicalisation	<ul style="list-style-type: none"> <li>• Pupils have a safe environment in which to discuss controversial issues.</li> <li>• Pupils develop the “knowledge, skills and understanding to prepare them to play a full and active part in society”</li> <li>• PSHE, RE and other curriculum areas support the exploration of religious and social issues.</li> <li>• Pupils are taught about the diverse national, regional and ethnic identities in the UK and the need for mutual respect</li> <li>• We promote the government guidance on Fundamental British Values across the curriculum to ensure we develop tolerance and respect</li> </ul>
References	<p>Keeping Children Safe in Education: Information for all school and college staff, DfE September 2016</p> <p>The PREVENT Duty: Departmental advice for schools and childcare providers, DfE June 2015</p>