Serlby Park Academy

Prevent Policy

Setting Standards for Success

Date of Last Review/update:	December 2016
Reviewed by:	MC
Date of next Review:	December 2017

CONTENTS

1.0   Roles and Responsibilities

The responsibility for the implementation of this policy and provision rests with the Principal. On an operational basis, the management, responsibility and evaluation of this policy will be undertaken by the **Associate Assistant Principal.**

2.0   Suggested Audience

All teaching and support staff, parent/carers and pupils. As part of their academy induction programme or professional development all teaching and support staff will become familiar with the academy's admission procedures.

3.0   Related policies

This policy is part of a suite of policies which should also be referred to:

- Safeguarding Children and Promoting Student Welfare Policy
- Whole School Policy for Child Protection to Safeguard and Promote the Welfare of Children

4.0   Academy Mission Statement

Setting standards for success

5.0   Prevent Strategy

Prevent is 1 of the 4 elements of CONTEST, the government's counter-terrorism strategy. It aims to stop people becoming terrorists or supporting terrorism.

The Prevent strategy:

The Prevent Strategy 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 academy will deal with such incidents and identifies how the curriculum and ethos underpins our actions.

Serlby Park Academy Prevent Strategy:

Serlby Park Academy Prevent Strategy has been written in response to and in line with government guidance and forms part of the government's counter terrorism strategy which seeks to:

- Respond to the ideological challenge of terrorism and aspects of extremism, and the threat faced from those who promote these views
- Provide practical help to prevent people from being drawn into terrorism and ensure they are given appropriate advice and support
- Work with a wide range of sectors where there are risks of radicalisation which need to be addressed, including education, criminal justice, faith, charities, the internet and health

All schools are required by law to teach a broad and balanced curriculum which promotes the spiritual, moral and cultural development of students and prepares them for the opportunities, responsibilities and experiences of life.

The purpose of the Serlby Park Academy Prevent Strategy is to protect students from harm and to ensure that they are taught in a way that is consistent with the law and British values. To this end it acts to;

- Raise awareness
- Provide information
- Enable learners to make a positive contribution
- Safeguard young people

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 the Academy.
- All governors, teachers, teaching assistants and non-teaching staff will know what the academy policy is on tackling extremism and radicalisation and will follow the policy guidance swiftly when issues arise.
- All students 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 students will know that the academy has policies in place to keep students safe from harm and that the Academy regularly reviews its systems to ensure they are appropriate and effective.

6.0   Ethos and Practice

When operating this policy Serlby Park Academy uses the following accepted Governmental definition of extremism which is: *'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; and/or calls for the death of members in our armed forces, whether in this country or oversees'.

There is no place for extremist views of any kind in our Academy, whether from internal sources (students, staff or governors) or external sources (school community, external agencies or individuals).

Our students see our Academy as a safe place where they can explore controversial issues safely and where our teachers encourage and facilitate this – we have a duty to ensure this happens.

As an academy we recognise that extremism and exposure to extremist materials and influences can lead to poor outcomes for students and so should be addressed as a safeguarding concern as set out in this strategy document.

We also recognise that if we fail to challenge extremist views we are failing to protect our students. Extremists of all persuasions aim to develop destructive relationships between different communities by promoting division, fear and mistrust of others based on ignorance or prejudice and thereby limiting the life chances of young people. Education is a powerful weapon against this; equipping young people with the knowledge, skills and critical thinking to challenge and debate in an informed way.

At Serlby Park Academy students participate in a curriculum that promotes active learning and develops critical personal thinking skills. The Academy's focus on active learning and questioning enables students to explore social and emotional aspects of learning throughout the curriculum. The Academy actively promotes diversity and shared values between the school community, the local community, the national and global community.

The academy challenges all prejudices including Islamophobia and anti-Semitism recognising students who are at risk of isolation. The emphasis on pastoral care through the tutor system, rewards and consequences, assemblies and enrichment activities ensure that the academy is a safe place to learn and that anti bullying strategies minimise hate and prejudice based bullying. The academy seeks justice for incidences of such bullying and uses restorative approaches to repair harm when caused.

Any prejudice, discrimination or extremist views, including derogatory language, displayed by students or staff will always be challenged and where appropriate dealt with in line with other relevant Policies.

As part of wider safeguarding responsibilities staff will be alert to:

- Disclosures by students of their exposure to the extremist actions, views or materials of others outside of the Academy such as in their homes or community groups, especially where students have not actively sought these out.
- Graffiti symbols, writing or art work promoting extremist messages or images
- Students accessing extremist material online, including through social networking sites
- Distributing extremist literature and documentation
- Parental reports of changes in behaviour, friendship or actions and requests for assistance
- Partner schools, local authority services and police reports of issues affecting students in other schools or settings
- Students voicing opinions drawn from extremist ideologies and narratives
- Use of extremist or 'hate' terms to exclude others or incite violence
- Intolerance of difference, whether secular or religious or, in line within our equalities policy, views based on, but not exclusive to, gender, disability, homophobia, race, colour or culture
- Attempts to impose extremist views or practices on others
- Anti-Western or Anti-British views

We recognise that students in vulnerable social and domestic situations (mental health issues, single parent families, involvement in gangs) may be at greater risk of radicalisation than other students. Through weekly pastoral meetings information is shared on targeted students and appropriate external support accessed as necessary.

In conclusion we will closely follow any locally agreed procedure as set out by the Local Authority and criteria for safeguarding individuals vulnerable to extremism and radicalisation

7.0   Advice for Parents and Carers

The parent/child relationship is the foundation to keeping children safe and supporting their social development and educational attainment. Parenting can be a challenging task. Maintaining a positive relationship can sometimes be difficult as children grow and develop and seek an identity that may be different from their own family. Children and young people have a natural curiosity which as parents we want to encourage. However, as our children grow up we have to take different steps to ensure their safety.

There are no typical characteristics of young people who may be more at risk than others. However a sudden change in behaviour could be a potential indicator. Sometimes those at risk may be encouraged, by the people they are in contact with, not to draw attention to themselves. If you feel there is a change in your child's behaviour, parents are encouraged to inquire about their children's wellbeing. It is important for parents to keep an open channel of communication that involves listening to their children's views and concerns. You may not always agree with your child, but you should convey to them that you've understood his or her point of view and want the best for them in life. However, if you are concerned about your child, you may want to talk to a local faith or community leader, person of influence or teacher.

Why might a young person be drawn towards extremist ideologies?

- They may be searching for answers to questions about identity, faith and belonging
- They may be driven by the desire for 'adventure' and excitement
- They may be driven by a need to raise their self-esteem and promote their 'street cred'
- They may be drawn to a group or individual who can offer identity, a social network or support
- They may be influenced by world events and a sense of grievance resulting in a need to make a difference

How might this happen?

On-line

The internet provides entertainment, connectivity and interaction. Children may need to spend a lot of time on the internet while studying and they may use other social media and messaging sites such as Facebook, Youtube, Twitter, Instagram, Vine or Whatsapp. These can be useful tools, but we need to be aware there are powerful programmes and networks that use these media to reach out to young people and can communicate extremist messages.

Peer Interaction
Young people at risk may display extrovert behaviour, start getting into trouble at school or on the streets and may mix with other children who behave badly, but this is not always the case.

TV and media
The media provide a view on world affairs. However, this is often a very simple version of events which, in reality, are very complex. Children may not understand the situation

fully or appreciate the dangers involved in the views of some groups. They may see things in simple terms and not have the whole picture.

Recognising Extremism – signs may include:

- Out of character changes in behaviour and peer relationships
- Secretive behaviour
- Losing interest in friends and activities
- Showing sympathy for extremist causes
- Glorifying violence
- Possessing illegal or extremist literature
- Advocating messages similar to illegal organisations such as "Muslims Against Crusades" or other non-proscribed extremist groups such as the English Defence League

How can parents support children and young people to stay safe?

- Know where your child is, who they are with and check this for yourself
- Know your child's friends and their families
- Keep lines of communication open, listen to your child and talk to them about their interests
- Encourage them to take up positive activities with local groups that you can trust
- Talk to your child about what they see on the TV or the internet and explain that what they see or read may not be the whole picture
- Allow and encourage debate and questioning on local and world events and help them see different points of view
- Encourage your child to show an interest in the local community and show respect for people from all faiths and backgrounds
- Help your child to understand the dangers of becoming involved in situations about which they may not have the full information
- Teach them that expressing strong views and trying to change things for the better is fine but they should not take violent action against others or support those that do
- Be aware of your child's on-line activity and update your own knowledge
- Know what social media and messaging sites your child uses
- Remind your child that people they contact over the internet may be pretending to be someone else or telling them things that are not true
- Explain that anyone who tells them to keep secrets from their family or teachers is likely to be trying to do them harm or put them in danger

If you have any concerns that your child may be being influenced by others get help – talk to someone you can trust, this could be your faith leader, family members who are peers of your children, or outside help. If you feel there is a risk of a child leaving the country, consider what safeguards you could take to avert travel. You might want to consider taking the precaution of securing their passport in a safe place. Some young people do not need a passport for confirming their age, they can apply for an identification card as an alternative.

Imminent threat of harm to others contact:

Police 999 or Anti Terrorist Hotline 0800 789 321

Further Sources of Support and Information:

Serlby Park Academy – If you have a concern please talk to your child's class teacher, Learning Manager, Child Protection Officer or a member of Senior Management as soon as possible. They will be able to help and can access support for you and your child.

Websites:
- www.thinkuknow.co.uk/parents - Information is available for parents to increase their knowledge and confidence to help keep their child safe on-line
- www.internetmatters.org - Website has lots of information, advice and resources which can be used to help children stay safe online
- www.ceop.gov.uk - CEOP works with child protection partners across the UK and overseas to identify the main threats to children and coordinates activity against these threats to bring offenders to account, protecting children from harm online and offline
- www.bbc.co.uk/webwise - Information and support for safe use of the internet

8.0   Approval by the Education Advisory Board and Review Date

This policy has been formally approved and adopted by the Education Advisory Board at a formally convened meeting

Policy approved: _____

                                          (Chair of Education Advisory Board)

Date: _____

Date of Policy review: _____