

## **PREVENT AGENDA POLICY**

### **1. Introduction and Context**

Prevent is part of a Government initiative to develop a robust counter terrorism programme. The UK faces a range of terrorist threats. All the terrorist groups who pose a threat to us seek to radicalise and recruit people to their cause. The Prevent strategy seeks to:

- Respond to the ideological challenge of terrorism and aspects of extremism, and the threat we face 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 needs to be addressed, including education, criminal justice, faith, charities, the internet and health

A system of threat level has been created which represents the likelihood of an attack in the near future. The five levels are:

- Critical- an attack is expected imminently
- Severe – an attack is highly likely
- Substantial – an attack is a strong possibility
- Moderate – an attack is possible but not likely
- Low – an attack is unlikely

Schools are major education and training centres for young people from ethnically diverse, and socially and economically disadvantaged areas. The age and profile of our students make it crucial to be involved in the Prevent strategy. Schools have a part to play in fostering shared values and promoting community cohesion. They should focus on the risks of violent extremism, which represents the greatest threat at national level, while recognising that other forms of violence and extremism can and do manifest themselves. This strategy has five key objectives:

1. To promote and reinforce shared values; to create space for free and open debate; and to listen and support the learner voice.
2. To break down segregation among different student communities including by supporting inter-faith and inter-cultural dialogue and understanding, and to engage all students in playing a full and active role in wider engagement in society
3. To ensure student safety and that the school is free from bullying, harassment and discrimination
4. To provide support for students who may be at risk and appropriate sources of advice and guidance
5. To ensure that students and staff are aware of their roles and responsibilities in preventing violent extremism.

In order to achieve these objectives the strategy will concentrate on four areas;

## **2. Leadership and Values**

To provide an ethos which upholds core values of shared responsibility and wellbeing for all students, staff and visitors and promotes respect, equality and diversity and understanding. This will be achieved through:

- Promoting core values of respect, equality and diversity, democratic society, learner voice and participation
- Building staff and student understanding of the issues and confidence to deal with them
- Deepening engagement with local communities
- Actively working with local schools, local authorities, police and other agencies

## **3. Teaching and Learning**

To provide a curriculum which promotes knowledge, skills and understanding to build the resilience of students, by undermining extremist ideology and supporting the learner voice. This will be achieved through:

- Embedding equality, diversity and inclusion, wellbeing and community cohesion
- Promoting wider skill development such as social and emotional aspects of learning
- Encouraging active citizenship/participation and learner voice.

## **4. Student Support**

To ensure that staff are confident to take preventative and responsive steps working with partner professionals, families and communities. This will be achieved through:

- Establishing strong and effective pastoral/student support
- Listening to what is happening in the school and the community
- Implementing anti-bullying strategies and challenging discriminatory behaviour
- Supporting at risk students through safeguarding and crime prevention processes
- Focussing on narrowing the attainment gap for all students
- Working closely and transparently with parents and external agencies
- Developing effective ICT security and responsible user policies

## **5. Managing Risks and disclosures**

If staff, students or parents have any concerns about possible extremist activity they should report it immediately to a member of the safeguarding team:

- Josh Kinsey (Designated Lead Professional)
- Rachel Deacy (Designated Lead)
- Elaine Green (Safeguarding Assistant)
- Heather Dillon (Safeguarding Assistant)

Doing nothing is not an option!

Information needs to be accurately logged and stored, and appropriate action shall be taken, using advice from the Chanel Panel where appropriate.

We have carefully considered and analysed the impact of this policy on equality and the possible implications for pupils with protected characteristics, as part of our commitment to meet the Public Sector Equality Duty (PSED) requirement to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations.