

# 'PREVENT'

# DFE GUIDELINES

# 2019

**FRESHSTEPS INDEPENDENT SCHOOL**  
**Radicalisation and Extremism Policy**

*To be read in conjunction with keeping children safe in education*

*September 2019 - paying particular attention to part 1*

**SEPTEMBER 2019**  
**Next review September 2020**

## **Rationale/Background**

In today's modern world, children may be exposed to radical and extremist views, both through the people they meet and through a wide range of media.

## **Policy and Procedure**

Students at FreshSteps are privy to a number of avenues where radicalisation and extremism are discussed.

- Students learn about what radicalisation and extremism are, with examples in the world.
- Students are taught about having their own voice and not always heeding the views of other people, particularly when they have doubts about them.
- The curriculum covers aspects of radicalisation and extremism along with the close links to Bullying, rights and responsibilities
- Ethics is taught and students learn about a wide range of issues in society.

We have an internal referral process which allows staff to flag up any concerns they have around radicalisation and extremism.

Any colleague with concerns will complete the R. E Cause for Concern form and forward it immediately to a Designated Safeguarding Lead).

The concern is logged and a timeline started. The Police and Social Services will be contacted. (See Radicalisation and Extremism Cause for Concern form).

FreshSteps has undertaken a risk assessment with regards to radicalisation and extremism and also identifies students who may be at risk of radicalisation and extremism.

We work closely with external agencies and the national Prevent agenda (see Prevent Self-assessment and Prevent information).

**RADICALISATION AND EXTREMISM CAUSE FOR CONCERN REFERRAL FORM**

**Confidential**

Please do not interpret what is seen or heard; simply record the facts. After completing this form please forward to Ms Anderson.

Name of student (include year group)	
Staff member completing the form	
Date of referral	
Please use the space below to provide details of your concern based on facts you have seen or heard	

Nature of the concern (please tick):

Inappropriate content on mobile device	
Overheard conversation	
Propaganda material	
Gang mentality	
Inappropriate material held by student	

## **RADICALISATION AND EXTREMISM RISK ASSESSMENT**

### **The School**

Is there an R.E policy	<b>YES</b>	
Does the school liaise with external agencies on these issues?	<b>YES</b>	Radicalisation and Extremism CfC (cause for concern) form
Has the school got a nominated lead for radicalisation and extremism?	<b>YES</b>	
Do staff have a process to voice their concerns?	<b>YES</b>	Staff meetings, emails, telephone calls
Do students have a process to voice their concerns?	<b>YES</b>	Tutor time, student voice
Are there opportunities for students to learn about radicalisation and extremism?	<b>YES</b>	
Are there any current cases of radicalisation and extremism at the school?	<b>NO</b>	PSE/SMSC lessons/tutor time
Is the school prone to cases of radicalisation and extremism?	<b>NO</b>	
Is the catchment area prone to cases of radicalisation and extremism?	<b>NO</b>	Cohort is predominantly mix of African Caribbean/British white

**Evaluation of the risk**                      **LOW**                      Policy is in place and will be reviewed annually. Tutor time and curriculum provides students with knowledge of radicalisation and extremism. Curriculum mapping to identify strengths and areas for development is on-going. Staff training is planned for the PREVENT duty.

### **The Students**

Are students aware of radicalisation and extremism?	<b>YES</b>	Ethics, assemblies, broad and balanced curriculum
Are individual students risk assessed?	<b>YES</b>	Students who are perceived to be vulnerable are identified via the Radicalisation and Extremism CfC form
Students at risk	<b>LAC</b>	September '19

**Evaluation of the risk**                      **LOW**                      Staff awareness of CfC form is high and will be revisited as appropriate. Curriculum mapping to identify strengths and areas for development.

### **The Community**

The catchment which feeds the school serves are of a multi-cultural and multi-faith community

**Evaluation of the risk**                      **LOW/MEDIUM** We will continue to liaise with parents, carers and the wider community with regards to radicalisation and extremism.



## PREVENT SELF ASSESSMENT

### FRESHSTEPS

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

*PREVENT OBJECTIVE 2:* **Staff have been appropriately trained according to their role**

*PREVENT OBJECTIVE 3:* **An appropriate reporting and referral process is in place and referrals are being managed effectively**

*PREVENT OBJECTIVE 4:* **An alternative curriculum that helps protect students against extremism and promotes community cohesion**

√  
 Name of assessor(s): Diane Anderson  
 Date of assessment: September 2018  
 To be reviewed on: September 2019

**1. Clear leadership and accountable structures are in place and visible throughout the organisation**

Evidence	Tick as appropriate	Self Assessed Rating
There is an identified strategic Prevent lead within the school	√ DA	<b>GREEN</b>  <b>LEAD PERSON HAS BEEN ON PREVENT COURSE</b>  <b>HEAD HAS DELIVERED AWARENESS TRAINING TO STAFF</b>  <b>SAFEGUARDING POLICY UPDATED TO INCLUDE NEW PREVENT GUIDELINES</b>
The strategic lead understands the expectations and key priorities to deliver Prevent and that this is embedded within Safeguarding Procedures	√	
The staff are aware of the Prevent Strategy and its objectives		
There is a clear awareness of roles and responsibilities throughout organisation regarding Prevent	√ R&E CIC form and process in place that all staff will be briefed on	
Prevent safeguarding responsibilities are explicit within the Schools Safeguarding Team	√ R&E CIC links to CIC and safeguarding processes	
The Prevent agenda and its objectives has been embedded within the appropriate Safeguarding processes	√	

2. Headteacher has been appropriately trained according to the role		
Evidence	Tick as appropriate	Self Assessed Rating
A plan is in place to include <b>Workshop to Raise Awareness of Prevent (WRAP)</b> training so that staff understand the risk of radicalisation and extremism and know how to recognise and refer children who may be vulnerable.	√	<b>Briefing session planned for all teaching staff on 16th October 2019</b>  <b>Following completion of WRAP training in school for Teachers will be cascaded</b> <b>Staff handbook and safeguarding policy</b>
Details of WRAP courses including frequency and availability are cascaded to all relevant staff	√	
Further training on the Prevent agenda is made available to the Strategic Prevent lead and Safeguarding leads where appropriate	√	
There is appropriate staff guidance and literature available to staff on the Prevent agenda	√	

3. An appropriate reporting and referral process is in place and referrals are being managed effectively		
Evidence	Tick as appropriate	Self Assessed Rating
Ensure that preventing young people from being exposed to radicalisation or extremism is part of the school's safeguarding policies and procedures.	√ Policy in place along with R&E OC form	<b>GREEN evidence</b> <b>ESAFETY LESSONS TAUGHT EARLY IN SEPTEMBER WORKPOSTERS COMPLETED BY STUDENTS REPORT IT DONT SUPPORT IT SLOGAN</b>
A single point of contact for any Prevent concerns raised by staff within the school has been identified	√ DASA	
An appropriate internal Prevent referral process has been developed	√	
Partner agency communication channels have been developed - Prevent Lead at Edmonston Police are first port of call when outside agencies need to be consulted or for making a Channel referral, currently	√	
An audit trail for notification reports/referrals exists	√ Follows same procedures as current OC referrals	
Prevent referrals/notifications are being managed or overseen by relevant staff	√ DA	
A process is in place to identify and develop 'lessons learnt'	√ Links with SIP and other local schools	



#### 4. A alternative curriculum that helps protect students against extremism and promotes community cohesion

Evidence	Tick as appropriate	Self Assessed Rating
School has a range of initiatives and activities that promote the spiritual, moral, social and emotional needs of children aimed at protecting them from radicalisation and extremist influences	✓ Tutor time PS-E in place planned mapping of curriculum	<b>GREEN</b>  <b>EVIDENCE OF LESSONS IN PS-E WORK STUDENTS HAVE DONE</b>
The school delivers training that helps develop critical thinking skills around the power of influence, particularly on-line and through social media	PS-E	
Students are aware of the benefits of community cohesion and the damaging effects of extremism on community relations	✓ Tutor time, SMSC and via community contribution	
Staff are able to provide appropriate challenge to students, parents or governors if opinions are expressed that are contrary to fundamental British values and promotion of community cohesion	✓ R&E/CJ paperwork and referral system	

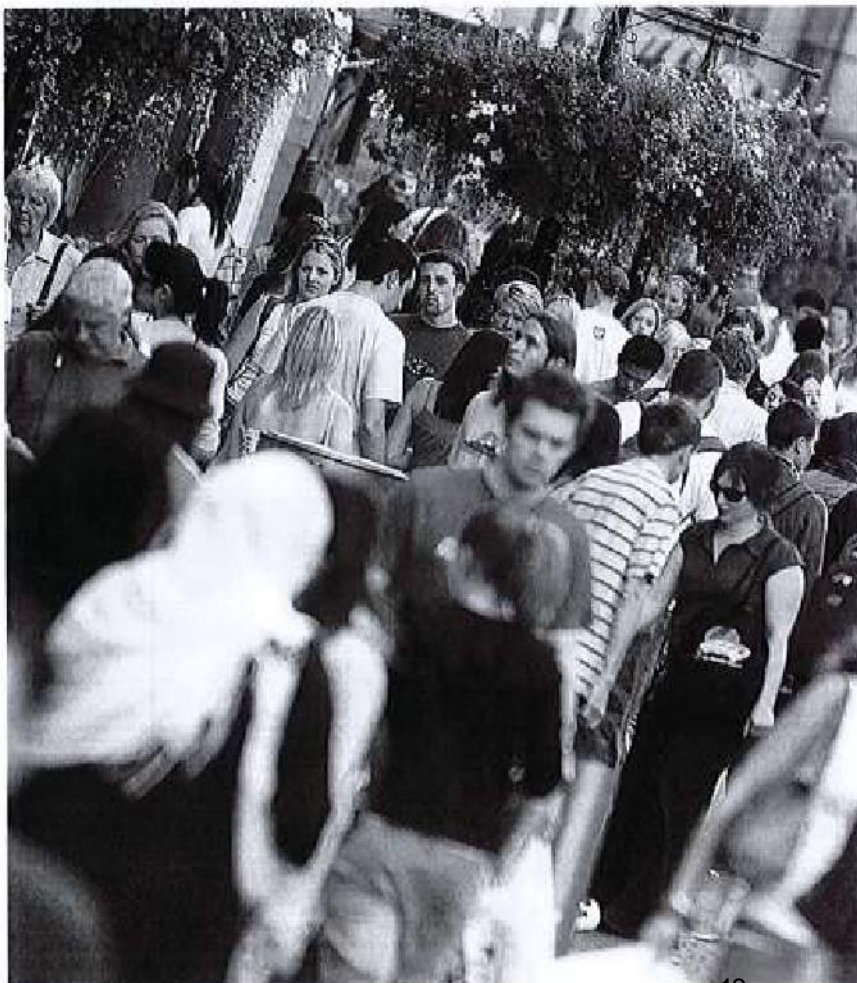
# Prevent

THE  
POLICING  
APPROACH



Stopping people becoming terrorists or supporting violent extremism

The police service and our partners have an integral role to play working with local communities to support people who are vulnerable to being drawn into criminal activity. This could be in relation to drugs, knife crime, guns and gangs or involvement in violent extremism. This factsheet provides information on the police preventative strategy to stop people becoming terrorists or becoming involved in violent extremism.



The strategy to stop people becoming terrorists or supporting violent extremism is known as 'Prevent' and forms just one strand of CONTEST, the Government's national counter terrorism strategy.

Prevent is not about singling out a particular group. It is about addressing the real and eminent threat to the security of this country, the most significant of which is from those who claim to act in the name of Islam, therefore much Prevent activity takes place in and with Muslim communities. However, Prevent work can apply equally to other communities who may be the focus of attention from violent extremist groups.

Prevent is delivered in partnership by a wide range of organisations including the police service. Together we recognise that the best long term solution to preventing terrorism is to stop people becoming terrorists in the first place.

Violent extremists are motivated by an ideology, which wrongly uses religion to justify violence. Working closely with other organisations, our aim is to support local communities and institutions to challenge and reject the message of extremism. The Prevent strategy also aims to support vulnerable members of our communities by helping to divert them away from violent extremism. >

# Prevent

THE  
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Stopping people becoming terrorists or supporting violent extremism

> This is a challenging and complex area that requires a whole 'community approach' between national and local organisations and embraces the experience, energy and ideas of our local communities, as well as police officers and staff.

Through our Neighbourhood Policing Teams and on-going community engagement activity, we already work with communities on various areas of concern in an effort to identify and support vulnerable members of our society and tackle those who disrupt our neighbourhoods. At the same time we are actively engaging with partners, such as local authorities and community organisations, to jointly address underlying problems and identify solutions – this work provides the cornerstone for *Prevent* activity.

Wide-ranging, locally based activity is taking place within our communities to support the aim of *Prevent*. This work ranges from providing support to vulnerable individuals through diversionary activity and providing access to specific services such as education, housing and employment, through to interactive police initiatives such as Operation Nicole. This classroom based exercise aimed at communities, is designed to encourage two-way debate and better understanding about counter terrorism operations from both the community and the police perspective.

*Prevent* is a long term endeavour for us all and together we need to challenge those who support violence regardless of faith, race or background.

Violent extremists seek to exploit vulnerabilities in individuals and drive a wedge between them and their families and communities. Working with other local and national organisations, it is the aim of the police service to support those who are being targeted and create stronger and more empowered communities who have the ability to reject violent extremism in all its forms.

If you want to know more about the work of *Prevent*, contact your Local Neighbourhood Policing Team.

*"Prevent will only have any effect if we build trust and confidence through renewed and consistent engagement".*

*Sir Norman Bettison, ACPO Prevent Lead,  
BCU Commanders' Seminar, 27.2.09*

To view the Government's Counter Terrorism strategy, Contest, visit <http://security.homeoffice.gov.uk/counter-terrorism-strategy/>

