

PREVENT POLICY

This policy is applicable to all students, staff and parents of The Wellington College Academy Trust.

DOCUMENT CONTROL

Responsible position:	Approved by:
VP WPA HT	Executive Principal
Version number:	Date approved:
1.0	January 2016
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2 years	Jan 2018

RELATED POLICIES AND DOCUMENTS

Policy Name	Date Issued
Safeguarding and child Protection Policy	v 9.1 Jan 2016
E safety	V 1.1 Sep 2014
Whistleblowing	V 3.0 Sep 2014
Equal opportunities	V 3.0 Aug 2014
Anti Bullying	Jan 2016
PSCHE	
Visitors	V1.0 Jan 2016
WCAT British Values Statement	
Safeguarding Code of Conduct	Dec 2015
Counter Terrorism and Security Act	2015
Keeping Children Safe in Education	2015
Prevent duty Guidance	2015
Working Together to Safeguard Children	2015
Promoting fundamental British Values (DofE)	2014

REVISION RECORD

Date	Version	Revision Description
January 2016	1.0	Initial Issue

Introduction

This policy forms part of our Academy's commitment to keeping children safe. Since the 'Education and Inspections Act 2006', schools have a duty to promote community cohesion. Over the last few years, global events have led to a growth in extremist viewpoints, including advocacy of violent extremism. In March 2015, new statutory duties were placed on schools by the Counter Terrorism and Security Act (2015) which requires them to work to prevent children being drawn into extremism.

Safeguarding children from all risks of harm is a key element of the school's responsibility, and protecting from extremism is one aspect of that. Schools have an important part to play in both educating children and young people about extremism and recognising when pupils are at risk of becoming radicalised.

We have a duty to prepare our children for life in modern Britain and to keep them safe. All staff are expected to uphold and promote the fundamental principles of British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs.

Evidence shows that children with low aspirations are more vulnerable to radicalisation. Therefore the school's ethos and the work it carries out to ensure pupils have confidence and self-belief, and are tolerant and respectful whilst having high expectations of themselves, are crucial in combating radicalisation.

Aims:

The main aims of this policy statement are to ensure that all staff and governors are vigilant for the signs of radicalisation; that they overcome professional disbelief that such issues 'will not happen here' and ensure that we work alongside other professional bodies and agencies to ensure that our children are safe from harm.

Objectives:

1. 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 school.
2. All governors, teachers, teaching assistants and non-teaching staff will know what the school policy is on anti-radicalisation and extremism and will follow the policy when issues arise.
3. The school will ensure this policy is available to the wider school community through its website and in hard copy from the school office on request.

Definitions:

Radicalisation: refers to the process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups.

Extremism: We have adopted the 2011 Prevent Strategy definition 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'. We also include in our definition of extremism, calls for the death of members of our armed forces, whether in this country or overseas.

British Values: include democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs.



Signs of Vulnerability:

There are no known definitive indicators that a young person is vulnerable to radicalisation, but there are a number of signs that together increase the risk. These include:

- Continual refusal to conform
- Underachievement
- Being in possession of extremist literature
- Poverty
- Social exclusion
- Traumatic events
- Global or national events
- Religious conversion
- Change in behaviour
- Extremist influences
- Conflict with family over lifestyle
- Confused identity
- Victim or witness to race or hate crimes
- Rejection by peers, family, social groups or faith

Recognising extremism:

Early indicators of radicalisation or extremism may include:

- Showing sympathy for extremist causes
- Glorifying violence, especially to other faiths or cultures
- Making remarks or comments about being at extremist events or rallies outside school (but there are also very powerful narratives, programmes and networks that young people can come across online so particular individuals / groups may not become apparent)
- Evidence of possessing illegal or extremist literature
- Advocating messages similar to illegal organisations or other extremist groups
- Out of character changes in dress, behaviour and peer relationships
- Secretive behaviour
- Online searches or sharing extremist messages or social profiles
- Intolerance of difference, including faith, culture, gender, race or sexuality
- Graffiti art work or writing that displays extremist themes
- Attempts to impose extremist views or practices on others
- Verbalising anti-Western or anti-British views
- Advocating violence towards others

Procedure for referrals:

Although serious incidents involving radicalisation have not occurred at our school to date, it is important for us to be vigilant and fully informed about issues that affect the local and wider area. Staff are reminded to suspend any professional disbelief that incidents of radicalisation **'could not happen here'** and to refer any concerns to the DSL in each school.

Role of the Curriculum:

Wellington Primary Academy:

At Wellington Primary Academy, we are committed to ensuring that our pupils are offered a broad and balanced curriculum that aims to prepare them for life in modern Britain and teaches the values of living in



Britain. We encourage our pupils to be inquisitive learners who are open to new experiences and are tolerant of others.

Through our curriculum including RE lessons, pupils are encouraged to share their views and recognise that they are entitled to have their own different beliefs which should not be used to influence others. Our PSHE and SMSC provision is embedded across the curriculum, and underpins the ethos of the Academy.

Through the computing curriculum, pupils are taught how to stay safe when using the internet and encouraged to recognise that people are not always who they say they are online. This is supported with visitors talking to the children, such as the local Police, NSPCC etc. The children are taught to seek adult help if they are upset or concerned about anything they read or see on the internet. The internet provides children and young people with access to a wide-range of content, some of which is harmful. Extremists use the internet including social media, to share their messages.

The filtering systems used across our Trust, blocks inappropriate content, including extremist material, but pupils are regularly reminded to report inappropriate content, including extremist material, that may get through the Academy's filter so the matter can be addressed.

Parents are given information how to help and support their children at home with E-Safety.

The Wellington Academy:

In addition to the curriculum offer at Wellington Primary Academy, we ensure our pupils have access to a comprehensive scheme of lessons and learning in which they develop resilience and awareness of extremist ideologies. British values is developed through the pastoral support programmes and dedicated lessons in RE and upper school Philosophy and Ethics. The assembly programme encourages pupils to take on roles of responsibility and we also encourage leadership through our House system.

The pupils work towards their RESPECT pledge and are rewarded for their endeavours in this area, again linked to leadership and skill development. In addition the Wellington Diploma seeks to assess and capture community involvement and support other projects, for example fund raising.

Our military links are established and provide a range of learning opportunities alongside the taught curriculum. British values, linked to this and other aspects of democracy and law, are inherent but do not preclude equality, inclusiveness and tolerance of others.

Staff training:

Through training opportunities/staff meetings in school, we will ensure our staff is fully aware of the threats, risks and vulnerabilities that are linked to radicalisation and is aware of the process of radicalisation and how this might be identified early on. This information will also form part of our safeguarding training.

Safer recruitment:

We ensure our recruitment processes are rigorous, in line with statutory requirements, best practice guidance and the school's safer recruitment policy. These processes include the use of the DBS checks on all employees, governors and regular volunteers.

Visitors:

All visitors are accommodated in line with WCAT visitors' policy which covers all contractors and regular visitors.





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