

# **Savile Park Primary School Prevent and Radicalisation Policy**

**2015/16**



## **Savile Park Primary School Prevent and Radicalisation Policy 2015/16**

**The Head teacher is: Mrs Jane Boylan**

**This policy was developed on: 10<sup>th</sup> May 2016**

**This policy was signed off by the Governing Body on:**

**The policy will be reviewed in: April 2017**

**The name of the Designated Teacher for Prevent is: Mrs Liz Collins**

**The Designated Safeguarding lead (DSL) who takes the lead for Child Protection  
is: Mrs Jayne Boylan**

**The Deputy Designated Safeguarding leads are: Mrs Carolyn Cole and Mrs Jayne  
Edwards**

**The named Member of the Governing Body for Safeguarding is:  
Mr Ian McPhail**

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## **Introduction**

Under section 26 of the Counter- Terrorism and Security Act 2015, Savile Park Primary School is fully aware of its responsibility under the Prevent Duty 2015 and recognises that its responsibilities to prevent and protect children from extremism, fits within its duty of child protection and safeguarding.

Prevent is part of the UK's counter terrorism strategy, preventing people from becoming involved in terrorism or supporting terrorism. A link for the Government's PREVENT strategy can be found here:

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/97976/prevent-strategy-review.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/97976/prevent-strategy-review.pdf)

## **Section 1 Definitions**

Extremism can be defined as holding of extreme opinions: the holding of extreme political or religious views or the taking of extreme actions on the basis of those views.

Radicalisation is a process by which an individual or group comes to adopt increasingly extreme political, social, or religious ideals and aspirations that (1) reject or undermine the status quo or (2) reject and/or undermine contemporary ideas and expressions of freedom of choice.

## **Section 2 Strategies for Preventing Extremism**

### **2.1 British Values**

Through our school's written and unwritten curriculum the school promotes community cohesion as well as British Values.

According to Ofsted, 'fundamental British values' are:

- democracy
- the rule of law
- individual liberty and mutual respect
- tolerance of those with different faiths and beliefs.

### **2.2 The Office for Security and Counter Terrorism and Contest**

**The Office for Security & Counter Terrorism works to counter the threat from terrorism and their work is detailed in the counter terrorism strategy CONTEST. This strategy is based on four areas of work:**

- **Protect**

To strengthen our protection against a terrorist attack including all agencies (for example, schools, police, people in the community and government)

- **Prepare**

When an attack cannot be stopped- trying to mitigate the impact of a terrorist attack

- **Pursue**

To stop terrorist attacks through disruption, investigation and detection

- **Prevent**

To stop people becoming terrorists or supporting terrorism or violent extremism

## **Section 3 Savile Park's Prevent rules and procedures**

### **3.1 Prevent procedures and Aims**

**In addition to the above strategies at Savile Park Primary School we aim to do the following:**

- Raise awareness within school of the threat from violent extremist groups and the risks for young people.
- Provide information about what can cause violent extremism, about preventative actions taking place locally and nationally and where we can get additional information and advice.
- Help staff understand the positive contribution they can make to empower young people to create communities that are more resilient to extremism and protecting the wellbeing of particular pupils or groups who may be vulnerable to being drawn into violent extremist activity.
- Provide advice on managing risks and responding to incidents locally, nationally or internationally that might have an impact on the school community.

**Savile Park Primary School will use these principles to guide our work in all areas including consolidating work in:**

- Promoting good outcomes for all pupils including their spiritual, moral, social and cultural development
- Promoting pupil happiness, wellbeing, sense of security, equalities and community cohesion
- Building the resilience of the school, working with partners, to prevent pupils becoming the victims or causes of harm
- Working with other agencies including the education child protection service, social care, the police, parents, and community and religious leaders to build community links and enhance positive networks.

### **3.2 Working with other Partnerships**

Savile Park Primary School recognises that any attempt to counter extremism and prevent radicalisation cannot be achieved by one organization alone but relies on the sharing of information and productive partnership working together. In upholding the Prevent duty as a school we work with a number of partners, including:

- The Education Child Protection Service and Channel Panel
- The Police and PCSOs
- The Locality Team ( Sadia Hussain Calderdale PREVENT coordinator [sadia.hussain@calderdale.gov.uk](mailto:sadia.hussain@calderdale.gov.uk) or 07702656834)

- Social Care
- Community and religious leaders
- Parents and the wider community
- Other Educational Organizations

### **3.3 Training in School**

Liz Collins is the designated personnel for PREVENT and undertook training in January 2016, Claire Holmes also attended the training being the lead on PSHE in school.

Teaching staff as well as support staff will be trained within school and parent drop in sessions will be held within school. School governors will also be briefed on PREVENT and a copy of this policy is displayed on the school website.

### **3.4 Risk Assessments and Staffing Recruitment**

Savile Park Primary School is committed to safeguarding, is compliant with its duties including prevent, positively promotes the well-being of all its pupils and expects all staff and volunteers to share in this commitment.

Our school is a happy school and welcomes the views of stakeholders. The School is proud of its multi-lingual and multicultural school community and has good relations with parents and the community.

The school risk assesses for a number of purposes including staff recruitment and would be as vigilant as possible to any pupil at risk to grooming or extremism.

### **3.5 E Safety and use of Social Media**

Savile Park Primary School is aware of the risk of use of social media for online radicalisation. As a school community we encourage a positive and protective school ethos. The Head teacher and along with a safeguarding team are designated personnel for Child Protection and Safeguarding. All staff receive Child Protection training annually.

The school has an acceptable use of an ICT Policy and during the school day restricts access to external sites that may be unsafe or unsuitable. The school uses safe search to enable pupils to access the internet on a safe moderated platform. Twice a year pupils receive an update on how to keep themselves safe on line (once during Positive Friendship Week/Anti-Bullying Week and as part of Internet Safety Week).

Pupils are reminded of the importance of speaking to a trusted adult either in school or at home if they feel vulnerable or unsafe. This would include any concerns they have about images, messages or contacts online. Pupils are also taught to speak to the school's ICT moderator (Jayne Oldridge) if they feel unsafe whilst on the computers.

### **3.6 Building Resilience**

At Savile Park Primary School we build on resilience in a number of different ways across the curriculum including through the PHSE programme of study, whole School and class assemblies, educational visits, drama workshops, debating, philosophy, and citizenship activities such as school council.

### **3.7 Raising a Concern**

If a member of the school community, a child, a member of staff or a member of the school community raises a concern that relates to the Prevent Duty e.g. a child at risk of radicalisation, or exhibiting extremist the school will take this matter seriously and will follow Child Protection procedures you can do the following:

1. Speak to the Designated Personnel for PREVENT or CSE (Liz Collins) Child Protection and Safeguarding ( Headteacher, Carolyn Cole, Claire Holmes PSHE or Jayne Edwards as SENCO)
2. Take advice as to whether a Referral Form needs to be completed.
3. Send to Sadia Hussain for assessment for further advice and for Calderdale PREVENT team to decide whether to take it to the Channel Panel ( [sadia.hussain@calderdale.gov.uk](mailto:sadia.hussain@calderdale.gov.uk) or 07702656834)
5. Escalation to Channel Panel- in the event of the Calderdale PREVENT team classing a referral as a high risk case, this will be escalated and taken to the channel panel for further intervention.

A link for the Channel Duty Guidance can be found here:

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/425189/Channel\\_Duty\\_Guidance\\_April\\_2015.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/425189/Channel_Duty_Guidance_April_2015.pdf)

Whilst our school is fully compliant in the Prevent duty, and recognises the important role it has to play in this respect, the school will be thoughtful and proportionate in its response to ensure that no individual or group feels unfairly discriminated. As a school it is our duty to protect the children and staff within our school as well as the wider community, and working together enables us to continue to do this.



## Section 4 Appendix

### Possible signs of radicalisation include:

- The individual's views become increasingly extreme regarding another section of society or government policy
- The individual becomes increasingly intolerant of more moderate views
- The individual expresses a desire/intent to take part in or support extremist activity
- They are observed downloading, viewing or sharing extremist propaganda from the web
- They become withdrawn and focused on one ideology
- The individual may change their appearance, their health may suffer (including mental health) and they may become isolated from family, friends, peers or social groups.

#### 4.1 Possible Signs of Radicalisation

#### 4.2 What to do if you are concerned

If a student discloses to you that they (or indeed another child/young person or vulnerable adult) have been, or are being abused/radicalised

#### DO

- **Do** listen very carefully to what they tell you.
- **Do** take what is said seriously and accept what you are told.
- **Do** stay calm and reassure the student that they have done the right thing in talking to you.
- **Do** write down as soon as you can exactly what you have been told.
- **Do** tell them that you must pass this information on but that only those that need to know will be told. Tell them to whom you will report the matter.

#### DO NOT

- **Do not** panic.
- **Do not** promise to keep things secret. You have a duty to refer a child/young person or vulnerable adult who is at risk.
- **Do not** lie or say that everything will be fine now that they have told.
- **Do not** criticise the abuser, especially if it is a parent/carer
- **Do not** ask lots of detailed or leading questions such as: 'What did he do next?' Instead, ask open questions such as: 'Anything else to tell me?', 'Yes', or 'And...?'. Do not press for answers the student is unwilling to give.

It is important that the person to whom disclosure is made **does not investigate** or question the person concerned except to clarify what they have heard.

**If a child/young person or vulnerable adult discloses to you that they or another child have been abused/radicalised, or if you suspect from what you observe that they are being abused, you MUST REPORT THIS**

**Created by: Mrs Liz Collins**  
**Date taken to governors: Thursday 14<sup>th</sup> July 2016**

**Signed by governors:** \_\_\_\_\_

**Reviewed (state when, by whom and if amendments made/not):**