

**Caldicot School
Ysgol Cil-y-Coed**



Caldicot School Prevent Policy

Approved by Governing Body: 17 May 2016

CALDICOT SCHOOL: Duties in preventing radicalisation and extremism**1. Opening Statement**

Caldicot School is committed to achievement through the promotion of excellence within a vibrant, purposeful working environment, which respects the rights and needs of all individuals, so that our pupils are able to acquire the skills for adult life and make well informed choices that protect their overall safety.

From 1 July 2015, legislative duties have been placed on schools, PRUs and FEIs to ensure they give 'due regard to the need to prevent people from being drawn into terrorism'. This is set out in Section 26 of the Counter-Terrorism and Security Act 2015 and the accompanying Revised Prevent Duty Guidance for England and Wales 2015 (under Section 29 of the Act).

'Being drawn into terrorism' includes not just violent extremism but also non-violent extremism, which can create an atmosphere conducive to terrorism and can popularise views which terrorist exploit. Schools should be safe spaces in which children and young people can understand and discuss sensitive topics, including terrorism and extremist ideas that are part of terrorist ideology, and learn how to challenge these ideas.

The Prevent Duty (2015) is not intended to limit discussion of these issues. Schools should, however, be mindful of their existing duties to forbid political indoctrination and secure a balanced presentation of political issues. These duties are imposed on maintained schools by sections of 406 and 407 of the Education Act 1996.

2. Aims

- To support the school's endeavour to maintain the safety and wellbeing of the school community.
- To develop a whole school approach in line with the Prevent Duty (2015) to help protect students from radicalisation and extremism in the context of the school curriculum.
- To ensure that provisions are made for staff to receive appropriate Prevent awareness training.
- To clarify legal responsibilities and obligations.

3. Roles and Responsibilities**3.1 Role of Governing Body**

- To hold ultimate accountability for the school's Prevent Policy.
- To ensure that the school complies with Prevent legislation and that this policy and its related procedures are implemented.
- To appoint a designated member of the Governing Body who will have oversight of this policy and its implementation.

3.2 Role of Headteacher

- To provide leadership in the operation and implementation of the school's Prevent Policy.
- To ensure all staff are aware of their responsibilities and are given appropriate training and support.

- To allocate a senior member of staff for the day-to-day co-ordination of the implementation of this policy.

3.3 Role of Deputy Headteacher (Safeguarding & Wellbeing)

- To be the designated senior member of staff for the operation, management and co-ordination of all aspects of this policy.
- To devise and recommend policies, procedures and action plans to ensure that all legislative requirements are met and best practice adopted.
- To advise on the provision of appropriate training and awareness-raising in relation to preventing radicalisation and extremism.
- To review this policy annually and advise the Governing Body of any matters with regard to the policy.
- To monitor and evaluate the effectiveness of this policy.
- To ensure that disclosures with regard to radicalisation and extremism are dealt with in accordance with the school's Safeguarding Policy and procedures.

3.4 Role of Staff

- To support the aims of the school's Prevent Policy.
- To maintain vigilance and to report any incidences of concern in relation to this policy to the Deputy Headteacher (Safeguarding and Wellbeing).

3.5 Role of Parents/Carers

- To support the aims of the school's Prevent Policy.
- To contact the school immediately if they are concerned that their child/ward is at risk of radicalisation/extremism/being drawn into terrorism.

3.6 Role of Pupils

- To support the aims of the school's Prevent Policy.
- To contribute to the review of this policy.
- To inform a member of staff if they are concerned about the wellbeing of a fellow student with regard to radicalisation/extremism/being drawn into terrorism.
- To inform a member of staff if they are concerned about their own wellbeing with regard to radicalisation/extremism/being drawn into terrorism.

4. Staff Training

The Prevent Duty Guidance for England and Wales 2015 states that Governing Bodies should ensure that staff receive training that provides them with the knowledge and confidence to identify children at risk of being drawn into terrorism; to challenge extremist ideas which can be used to legitimise terrorism and are shared by terrorist groups. Training will be provided as follows:

- The Local Authority will deliver training at school sites to all staff. Training may be organised by contacting Shereen Williams. (ShereenWilliams@monmouthsire.gov.uk).
- Caldicot School will offer to all staff an in-house CPD seminar as part of its annual CPD Programme. This training will be delivered by Mr Andrew Jones who will also ensure the training of any new staff members. Mr Andrew Jones is co-author and trainer of the Welsh Government funded 'GOT Project' (Getting on Together) which produced a teaching manual for 'Understanding Islam' and 'Challenging Extremism'.

5. Safeguarding of Pupils

5.1 Safeguarding Policy

The Deputy Headteacher (Safeguarding and Wellbeing), Mr S Mock, will ensure the school has a robust Safeguarding Policy and procedure in place to demonstrate that it is protecting children and young people from being drawn into terrorism, that it is identifying children at risk and intervening as appropriate. Any issues of concern in relation to this policy must be reported to Mr S Mock.

Mr Mock will liaise with the Local Authority's Safeguarding Officer with regard to the assessment of risk of children being drawn into terrorism (based on an understanding of potential risk in the local area), including support for extremist ideas that are part of terrorist ideologies.

5.2 Multi-Agency Approach

Wherever necessary the Deputy Headteacher (Safeguarding and Wellbeing) will adopt a multi-agency approach with regard to managing 'Prevent' concerns.

5.3 Visiting Speakers

The school ensures that visiting speakers are appropriately vetted and supervised.

5.4 Internet Safety

In line with the Prevent Duty Guidance, the school will ensure that children are safe from terrorist and extremist material when accessing the internet on school premises, including by establishing appropriate levels of filtering.

6. Definitions

For the purposes of the Prevent Policy:

- **'Having due regard'** means that the authorities should place an appropriate amount of weight on the need to prevent people being drawn into terrorism when they consider all the other factors relevant to how they carry out their usual functions.
- **'Extremism'** is defined 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. Also included in the definition of extremism are the calls for the death of members of our armed forces, whether in this country or overseas.
- **'Interventions'** are projects intended to divert people who are being drawn into terrorist activity. Interventions can include mentoring, counselling, theological support, encouraging civic engagement, developing support networks (family and peer structures) or providing mainstream services (education, employment, health, finance or housing).
- **'Non-violent extremism'** is extremism, as defined above, which is not accompanied by violence.

- **‘Prevention’** in the context of this document means reducing or eliminating the risk of individuals becoming involved in terrorism. Prevent includes but is not confined to the identification and referral of those at risk of being drawn into terrorism into appropriate interventions. These interventions aim to divert vulnerable people from radicalisation.
- **‘Radicalisation’** refers to the process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups.
- **‘Safeguarding’** is the process of protecting vulnerable people, whether from crime, other forms of abuse or (in the context of this document) from being drawn into terrorist related activity.
- **The current UK definition of ‘terrorism’** is given in the Terrorism Act 2000 (TACT 2000). In summary this defines terrorism as an action that endangers or causes serious violence to a person/people; causes serious damage to property; or seriously interferes or disrupts an electronic system. The use or threat must be designed to influence the government or to intimidate the public and is made for the purpose of advancing a political, religious or ideological cause.
- **‘Terrorist-related offences’** are those (such as murder) which are not offences in terrorist legislation, but which are judged to be committed in relation to terrorism.
- **‘Vulnerability’** describes the condition of being capable of being injured; difficult to defend; open to moral or ideological attack. Within Prevent, the word describes factors and characteristics associated with being susceptible to radicalisation.

7. Educating Pupils: Preventing radicalisation/extremism/being drawn into terrorism

7.1 Context

The school will ensure that the curriculum provides appropriate opportunity for pupils to learn about the dangers of radicalisation/extremism/being drawn into terrorism. All relevant topics will be taught without religious, political or ideological bias. Aspects of the curriculum which are particularly relevant appear in Religious Studies (explicitly through the ‘Prejudice and Discrimination’ module in Year 8 and ‘Challenging Extremism’ module in Year 9), History, Personal and Social Education and Education for Sustainable Development and Global Citizenship.

7.2 Delivery

The school ensures a range of strategies for learning are adopted to meet individual learning needs. Some mainstream ALN pupils and all pupils registered within the Monmouthshire SNRB are provided with extra support in small groups or one to one sessions to reinforce learning.

8. Links to other school policies

Please refer also the school’s Safeguarding Policy.

9. Monitoring, Evaluation and Review

- 9.1** The Deputy Headteacher (Safeguarding and Wellbeing) and the Wellbeing Team will review the policy regularly and make any further recommendations to the Governing Body.
- 9.2** The Governing Body will regularly review this policy and associated procedures in order to ensure its continuing effectiveness.

10. Key Reference Documents

This policy should be read and applied alongside the following:

Caldicot School Sex and Relationships Policy

Caldicot School Safeguarding Policy

Counter-Terrorism and Security Act 2015

Estyn Supplementary Guidance: Inspecting Safeguarding in Schools and PRUs, Autumn 2015.

HM Government Revised Prevent Duty Guidance for England and Wales, 16th July 2015.

Welsh Government Guidance Document 158/2015, Keeping Learners Safe

Welsh Government Circular 019/2010, Sex and Relationships Education in Schools