

Prevent Duty

Policy

Al-Falah Primary School

14/3/2016

Reviewed	Spring 2016
Reviewed	Reviewed 17 th April 2018

Prevent Duty

In Al-Falah, we believe and practice the prevention of imposing any ideology or religion on other people. We are subject to this duty under section 26 of the Counter-Terrorism and Security Act 2015. These include a matter of understanding and individual liberty.

The DFE guideline states that the prevention duty requires us to "prevent people from being drawn into terrorism and ensure that they are given appropriate advice and support; and work with sectors and institutions where there are risks of radicalisation that we need to address..."

Our key aim is to protect children from the risk of radicalisation and ensure that we have the appropriate support mechanisms in place in order to protect children from this risk.

As a school, we will:

- Ensure staff are able to identify children who may be vulnerable to radicalisation
- Ensure staff know what to do if such children have been identified.
- Protect children from the risk of radicalisation as part of our safeguarding duties, whether these risks come from within the family or are the product of outside influences.
- Build pupils' resilience to radicalisation by promoting fundamental British values and enabling pupils to challenge extremist views. (We will be a safe space where pupils can understand the risks associated with terrorism and develop the knowledge and skills to be able to challenge extremist arguments).
- Within our school, we will follow the government framework to prevent radicalisation and assist our pupil's personal, social and emotional development and understanding of the world.
- Head teacher will run assemblies every Friday focusing on promoting harmony in our community.

Risk Assessment:

As a school we assess the risk of our children being drawn into terrorism.

Our staff have a general understanding of the risks affecting the children within our community. This will include the increased risk of online radicalisation.

Our staff will have a specific understanding of how to identify individual children who may be at risk of radicalisation and what to do to support them.

In line with our safeguarding policy, staff will be alert of any changes in children's behaviour which could indicate that they may be in need of help or protection.

As a member of staff, we will use our professional judgement in identifying children who may be at risk of radicalisation and act accordingly. Again, as in line with our safeguarding policy, action would be taken if staff observes any behaviour that may cause concern. If necessary (if we feel a child might be vulnerable to being drawn into terrorism) we will make a referral to the Channel programme. Key members of staff will complete the online general awareness training module on Channel.

Working in Partnership:

The Prevent Duty builds on our existing local partnership arrangements. We work closely with our Local Safeguarding Children's Board. As our safeguarding policy outlines, we have effective engagement with parents.

As a school we assist and advise families who raise concerns and ensure that the appropriate support mechanisms are in place.

Staff Training:

The designated Safeguarding Leader, the head teacher and the safeguarding officer all undertake a Workshop to Raise Awareness of Prevent. All our staff received training and have gained certificates on their alertness of the importance of prevent duty.

IT Policies:

We continue to ensure that children are safe from terrorist and extremist material when accessing the internet in school. Appropriate filtering procedures are in place.

As in line with our ICT policy, children are taught how to stay safe online, both in school and outside. This is integral to both our ICT and PSHE curriculums

Building Children's Resilience to Radicalisation:

A safe environment for our pupils is provided so that they can debate controversial issues and understand how they can participate and influence decision making. We continue promoting the spiritual, moral, social and cultural development of pupils and within this, fundamental British values.

The PSHE curriculum will continue to allow children the time to explore sensitive or controversial issues and equip them with the skills to understand and manage difficult situations. Our school values focus on: resilience, excellence, inspirational, being co-operative, honest, hardworking, independent, gracious and helpful.

If We Have A Concern:

If a member of staff has a concern about a particular pupil, they will follow the school's normal safeguarding procedures. This will include a discussion with the Designated Safeguarding Lead and the head teacher. The Department for Education has dedicated a telephone helpline (020 7340 7264) to enable staff and governors to raise concerns relating to extremism directly.

Concerns can also be raised by email to counter.extremism@education.gsi.gov.uk.

PREVENT SELF ASSESSMENT - Schools

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

PREVENT OBJECTIVE 2: Staff and the Governing Body 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: A broad and balanced curriculum that helps protect students against extremism and promotes community cohesion

SCHOOL NAME:

Name of assessor(s):

Date of assessment:

To be reviewed on:

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		Red (R): not able to evidence any
The strategic lead understands the expectations and key priorities to deliver Prevent and that this is embedded within Safeguarding Procedures		Amber (A): evidence of some but not all
The Senior Leadership Team are aware of the Prevent Strategy and its objectives		Green (G): evidence of all and more
There is a clear awareness of roles and responsibilities throughout organisation regarding Prevent		
Prevent safeguarding responsibilities are explicit within the Schools Safeguarding Team		
The Prevent agenda and its objectives has been embedded within the appropriate Safeguarding processes		

2. Staff and the Governing Body have been appropriately trained according to their role

Evidence	Tick as appropriate	Self Assessed Rating
A plan is in place to include Workshop to Raise Awareness of Prevent (WRAP) training so that key staff and Governors understand the risk of radicalisation and extremism and know how to recognise and refer children who may be vulnerable		
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.		
A single point of contact [SPoC] for any Prevent concerns raised by staff within the school has been identified		<p>Red (R): not able to evidence any</p> <p>Amber (A): evidence of some but not all</p> <p>Green (G): evidence of all and more</p>
An appropriate internal Prevent referral process has been developed		
Partner agency communication channels have been developed – Prevent Lead at Hackney Council and Hackney Police are first port of call when outside agencies need to be consulted or for making a Channel referral.		
An audit trail for notification reports/referrals exists		
Prevent referrals/notifications are being managed or overseen by relevant staff		
A process is in place to identify and develop 'lessons learnt'		

4. A broad and balanced 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		<p>Red (R): not able to evidence any</p> <p>Amber (A): evidence of some but not all</p> <p>Green (G): evidence of all and more</p>
The school delivers training that helps develop critical thinking skills around the power of influence, particularly on-line and through social media.		
Students are aware of the benefits of community cohesion and the damaging effects of extremism on community relations		
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		

For further guidance please contact: Tracey Thomas, Interim Prevent Coordinator

Hackney Learning Trust

Tel: Tel: 0208 356- 8104

Government Guidance

London Child Protection Procedures:

<http://www.londoncp.co.uk/>

Working Together to safeguard Children:

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/419595/Working_Together_to_Safeguard_Children.pdf

https://consult.education.gov.uk/child-protection-safeguarding-and-family-law/working-together-to-safeguard-children-revisions-t/supporting_documents/Working%20Together%20to%20Safeguard%20Children.pdf

What to do if you are worried a child is being abused:

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/419604/What_to_do_if_you_re_worried_a_child_is_being_abused.pdf

Information sharing:

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/419628/Information_sharing_advice_safeguarding_practitioners.pdf

Keeping Children Safe in Education

https://consult.education.gov.uk/safeguarding-in-schools-team/keeping-children-safe-in-education/supporting_documents/Keeping%20Children%20Safe%20in%20Education%20Proposed%20Revisions.pdf

Early Years Foundation Stage:

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/596629/EYFS_STATUTORY_FRAMEWORK_2017.pdf

Multi-agency statutory guidance on FGM

<https://www.gov.uk/government/publications/multi-agency-statutory-guidance-on-female-genital-mutilation>

Prevent:

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/445977/3799_Revised_Prevent_Duty_Guidance_England_Wales_V2-Interactive.pdf

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/439598/prev-ent-duty-departmental-advice-v6.pdf

Safeguarding Children from abuse linked to a belief in spirit possession:

<http://webarchive.nationalarchives.gov.uk/20130401151715/http://www.education.gov.uk/publications/standard/publicationDetail/Page1/DFES-00465-2007>

Fabricated or induced illness:

<https://www.education.gov.uk/publications/standard/publicationDetail/Page1/DCSF-00277-2008>

Domestic Violence:

http://www.londoncp.co.uk/chapters/sg_ch_dom_abuse.html

Forced marriage:

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/322310/HMG_Statutory_Guidance_publication_180614_Final.pdf

You have someone to talk – outstanding safeguarding practice in school:

http://www.childrenscommissioner.gov.uk/content/publications/content_626

Safe practice / allegations against staff

Guidance for Safer Working Practice for Adults who work with Children and Young People in Education Settings:

<http://www.safeguardingschools.co.uk/wp-content/uploads/2015/10/Guidance-for-Safer-Working-Practices-2015-final.pdf>

CSC, CHSCB & Hackney Learning Trust Guidance

City of London Corporation Thresholds of Need:

<http://www.cityoflondon.gov.uk/services/children-and-families/Pages/early-help.aspx>

Hackney well-being framework and resource guide:

<https://www.learningtrust.co.uk/TPG/happyhealthyandreadytolearn/Documents/Children%20and%20Young%20Peoples%20Services%20Resource%20Guide.pdf>

Resolving Professional Difference - CHSCB Escalation Policy:

http://www.chscb.org.uk/wp-content/uploads/2015/09/Tzf4AE-CDM_n8361971_v2A_ESCALATION_POLICY_-_FINAL_VERSION_20141.pdf

An Exploration of How Social Workers Engage Neglectful Parents from Affluent Backgrounds in the Child Protection System

<https://www.gold.ac.uk/media/documents-by-section/departments/social-therapeutic-and-comms-studies/Report---Neglect-in-Affluent-Families-1-December-2017.pdf>

Hackney code of conduct:

<http://staffroom.hackney.gov.uk/code-of-conduct.htm>

Positive Handling Policy:

<https://www.learningtrust.co.uk/TPG/Documents/Hackney%20Learning%20Trust%20%E2%80%93%20Positive%20Handling%20Policy.pdf>

Whistle Blowing Policy:

<http://www1.learningtrust.co.uk/bulletin/HLTdocuments/Hackney%20Whistleblowing%20Policy%20July%202014.pdf>

NSPCC – research and resources:

<http://www.nspcc.org.uk/services-and-resources/research-and-resources/>

Child Protection Records Retention and Storage

https://safeguardingtool.nspcc.org.uk/documents/171/Child_protection_records_retention_and_storage.pdf