

Scampton Church of England Primary School

PREVENT POLICY

DUTY OF SCHOOLS TO PREVENT EXTREMISM/TERRORISM

An integral part of this policy is to ensure that our children are protected from being drawn into terrorism or associated activities. We make certain of this through our robust safeguarding systems. Any children at risk of such activities will be identified and the correct support put into place. All our staff are aware of their responsibilities in the safeguarding of children and will ensure that this responsibility is thoroughly adhered to.

Promoting British Values at Scampton CE Primary School

The DfE have recently reinforced the need *“to create and enforce a clear and rigorous expectation on all schools to promote the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs.”*

The Government set out its definition of British values in the 2011 Prevent Strategy, At Scampton School these values are reinforced regularly and in the following ways:

Democracy

Each year the children decide upon their class rules/charter and the rights associated with these. All the children contribute to the drawing up of these rules/charter.

We have a School Council which meets regularly to discuss issues raised in school. The Council has its own standing in school and is genuinely able to effect change. Every child on the School Council are voted in by their class.

Children regularly meet with staff and Governors where they are able to put forward their views about the school.

The Rule of Law

The importance of laws, whether they be those that govern the class, the school, or the country, are consistently reinforced at Scampton CE Primary School.

Pupils are taught from an early age the rules of the school. These are our School rules, Playground Rules and Safety Rules. Pupils are taught the value and reasons behind rules and laws, that they govern and protect us, the responsibilities that this involves and the consequences when laws are broken. Visits from authorities such as the Police and Fire Service help reinforce this message.

Individual Liberty

At Scampton School, pupils are actively encouraged to make choices, knowing that they are in a safe and supportive environment. As a school we educate and provide boundaries for young pupils to make informed choices, through a safe environment and an empowering education. Pupils are encouraged to know, understand and exercise their rights and personal freedoms and advised how to exercise these safely, for example through our eSafety and PSHE lessons.

Mutual Respect

Mutual respect is at the heart of our values and rules. Children learn that their behaviours have an effect on their own rights and those of others. All members of the school community treat each other with respect. Everyone deserves to be respected and listened to.

Tolerance of those of Different Faiths and Beliefs

Although Scampton CE Primary School is not a widely diverse school we actively promote diversity through our learning about different faiths and cultures. Religious Education lessons and PSHE lessons reinforce messages of tolerance and respect for others. Our commitment to supporting children overseas, the Operation Christmas Child Scheme and cultural days illustrates our commitment to exploring diversity in school and beyond. Members of different faiths and religions are encouraged to share their knowledge to enhance learning within classes and the school. Every class visits a places of worship for another faith or has visitors in to explain their faith and belief to children.

Staff Training

All staff receive training as part of the school's 6 year training pathway. This includes indicators of radicalisation and extremism (See appendix 1) and how to report concerns.

Reporting concerns

Staff children and parents should be freely able to report concerns to the Designated Safeguarding Lead or Deputy Designated Lead who will follow the procedures set out in the school's Safeguarding Policy.

Key Contacts for Lincolnshire

Prevent Officer – PC Riz Chothia (East Midlands Special Operations Unit – Special Branch)

Email – rizwaan.chothia@lincs.pnn.police.uk. Tel 07795265621

Prevent Lead (LCC) – Nicole.hilton@lincolnshire.gov.uk

Appendix 1

Indicators of Vulnerability to Radicalisation

1. Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism leading to terrorism.

2. Extremism is defined by the Government in the Prevent Strategy 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.

3. Extremism is defined by the Crown Prosecution Service as:

The demonstration of unacceptable behaviour by using any means or medium to express views which:

☐ Encourage, justify or glorify terrorist violence in furtherance of particular beliefs;

☐ Seek to provoke others to terrorist acts;

☐ Encourage other serious criminal activity or seek to provoke others to serious criminal acts; or

☐ Foster hatred which might lead to inter-community violence in the UK.

4. There is no such thing as a “typical extremist”: those who become involved in extremist actions come from a range of backgrounds and experiences, and most individuals, even those who hold radical views, do not become involved in violent extremist activity.

5. Pupils may become susceptible to radicalisation through a range of social, personal and environmental factors - it is known that violent extremists exploit vulnerabilities in individuals to drive a wedge between them and their families and communities. It is vital that childcare provider staff are able to recognise those vulnerabilities.

6. Indicators of vulnerability include:

Identity Crisis – the student / pupil is distanced from their cultural / religious heritage and experiences discomfort about their place in society;

Personal Crisis – the student / pupil may be experiencing family tensions; a sense of isolation; and low self-esteem; they may have dissociated from their existing friendship group and become involved with a new and different group of friends; they may be searching for answers to questions about identity, faith and belonging;

Personal Circumstances – migration; local community tensions; and events affecting the student / pupil's country or region of origin may contribute to a sense of grievance that is triggered by personal experience of racism or discrimination or aspects of Government policy;

Unmet Aspirations – the student / pupil may have perceptions of injustice; a feeling of failure; rejection of civic life;

Experiences of Criminality – including involvement with criminal groups, imprisonment, and poor resettlement / reintegration;

Individual Needs – students / pupils may experience difficulties with social interaction, empathy with others, understanding the consequences of their actions and awareness of the motivations of others.

However, this list is not exhaustive, nor does it mean that all young people experiencing the above are at risk of radicalisation for the purposes of violent extremism.

7. More critical risk factors could include:

- ☐ Being in contact with extremist recruiters;
- ☐ Accessing violent extremist websites, especially those with a social networking element;
- ☐ Possessing or accessing violent extremist literature;
- ☐ Using extremist narratives and a global ideology to explain personal disadvantage;
- ☐ Justifying the use of violence to solve societal issues;
- ☐ Joining or seeking to join extremist organisations;
- ☐ Significant changes to appearance and / or behaviour; and
- ☐ Experiencing a high level of social isolation resulting in issues of identity crisis and / or personal crisis.