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| **ST ANDREW’S COLLEGE POLICY DOCUMENT** |
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St Andrew’s College is committed to providing a secure environment for students, where children and young people feel safe and are kept safe. All adults at St Andrew’s College recognise that safeguarding and preventing radicalisation and extremism is everyone’s responsibility irrespective of the role they undertake or whether their role has direct contact or responsibility for children or not.

Our school’s Prevent Policy draws upon the guidance contained in ‘Keeping Children Safe in Education, 2020,’ ‘Prevent Duty Guidance: for England and Wales’ (2015) together with ‘The Prevent Duty: Departmental advice for schools and childminders’ (2015) and ‘The use of social media for online radicalisation’ (2015).

The college also adheres to local Prevent and Safeguarding arrangements set out by the Cambridgeshire and Peterborough Safeguarding Children Partnership Board.

This policy should be read in conjunction with the following policies:

Allegations of Abuse Against Staff

Disciplinary Procedure

Online Safety

Online Safety – Acceptable Use (Staff)

Online Safety – Acceptable Use (Students)

Safeguarding policy

Staff Code of Practice

Student Code of Practice

Whistleblowing policy

**School Ethos and Practice**

When operating this policy our School uses the following accepted Governmental definition

of extremism which is:

*‘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; and/or calls for the death of members of our armed forces, whether in this country or overseas’.*

There is no place for extremist views of any kind in our school, whether from internal sources, pupils, staff or governors, or external sources - school community, external agencies or individuals. Our pupils see our school as a safe place where they can explore controversial issues safely and where our teachers encourage and facilitate this – we have a duty to ensure this happens.

As a school we recognise that extremism and exposure to extremist materials and influences can lead to poor outcomes for children and so should be addressed as a safeguarding concern as set out in this policy. We also recognise that if we fail to challenge extremist views we are failing to protect our pupils.

Extremists of all persuasions aim to develop destructive relationships between different communities by promoting division, fear and mistrust of others based on ignorance or prejudice and thereby limiting the life chances of young people. Education is a powerful weapon against this; equipping young people with the knowledge, skills and critical thinking, to challenge and debate in an informed way.

Therefore, we will provide a broad and balanced curriculum, delivered by skilled professionals, so that our pupils are enriched, understand and become tolerant of difference and diversity and also to ensure that they thrive, feel valued and not marginalized.

Furthermore we are aware that young people can be exposed to extremist influences or prejudiced views from an early age which emanate from a variety of sources and media, including via the internet, and at times pupils may themselves reflect or display views that may be discriminatory, prejudiced or extremist, including using derogatory language.

Any prejudice, discrimination or extremist views, including derogatory language, displayed by pupils or staff will always be challenged and where appropriate dealt with in line with our Disciplinary Procedure for pupils and the Code of Practice for staff. Where misconduct by a teacher is proven the matter will be referred to the relevant authorities and professional bodies (including DBS and TRA where applicable). See the Safeguarding and Allegations of Abuse Against Staff policies for further details.

As part of wider safeguarding responsibilities school staff will be alert to:

* Disclosures by pupils of their exposure to the extremist actions, views or materials of others outside of school, such as in their homes or community groups, especially where pupils have not actively sought these out.
* Graffiti symbols, writing or art work promoting extremist messages or images
* Pupils accessing extremist material online, including through social networking sites
* Parental reports of changes in behaviour, friendship or actions and requests for assistance
* Partner schools, local authority services, and police reports of issues affecting pupils in other schools or settings
* Pupils voicing opinions drawn from extremist ideologies and narratives
* Use of extremist or ‘hate’ terms to exclude others or incite violence
* Intolerance of difference, whether secular or religious or, in line with our equalities policy, views based on, but not exclusive to, gender, disability, homophobia, race, colour or culture
* Attempts to impose extremist views or practices on others

Our school will closely follow any locally agreed procedure as set out by the Local Authority

and/or the Local Safeguarding Children Board’s agreed processes and criteria for safeguarding individuals vulnerable to extremism and radicalisation. Please see appendix for contact details of these agencies.

**Teaching Approaches**

We will all strive to eradicate the myths and assumptions that can lead to some young people becoming alienated and disempowered, especially where the narrow approaches children may experience elsewhere may make it harder for them to challenge or question these radical influences. In our school this will be achieved by good teaching, primarily via PSHE.

We will ensure that all of our teaching approaches help our pupils build resilience to extremism and give pupils a positive sense of identity through the development of critical thinking skills.

We will ensure that all of our staff are equipped to recognise extremism and are skilled and confident enough to challenge it.

We will be flexible enough to adapt our teaching approaches, as appropriate, so as to address specific issues so as to become even more relevant to the current issues of extremism and radicalisation. In doing so we will apply the ‘key ingredients’ for success following the three broad categories of:

* Making a connection with young people through good teaching design and a pupil centred approach.
* Facilitating a ‘safe space’ for dialogue, and
* Equipping our pupils with the appropriate skills, knowledge, understanding and awareness for resilience.

Therefore this approach will be embedded within the ethos of our school so that pupils know and understand what safe and acceptable behaviour is in the context of extremism and radicalisation. This will work in conjunction with our school’s approach to the spiritual, moral, social and cultural development of pupils.

We will also work with local partners, families and communities in our efforts to ensure our school understands and embraces our local context and values in challenging extremist views and to assist in the broadening of our pupil’s experiences and horizons. We will help support pupils who may be vulnerable to such influences as part of our wider safeguarding responsibilities and where we believe a pupil is being directly affected by extremist materials or influences we will ensure that that pupil is offered mentoring. Additionally in such instances our school will seek external support from the Local Authority and/or local partnership structures working to prevent extremism.

We will promote the values of democracy, the rule of law, individual liberty, mutual respect and tolerance for those with different faiths and beliefs. We will teach and encourage pupils to respect one another and to respect and tolerate difference, especially those of a different faith or no faith. It is indeed our most fundamental responsibility to keep our pupils safe and prepare them for life in modern multi-cultural Britain and globally.

**Use of External Agencies and Speakers**

We encourage the use of external agencies or speakers to enrich the experiences of our pupils, however we will positively vet those external agencies, individuals or speakers who we engage to provide such learning opportunities or experiences for our pupils.

Such vetting is to ensure that we do not unwittingly use agencies that contradict each other with their messages or that are inconsistent with, or are in complete opposition to, the school’s values and ethos. We must be aware that in some instances the work of external agencies may not directly be connected with the rest of the school curriculum so we need to ensure that this work is of benefit to pupils.

Our school will assess the suitability and effectiveness of input from external agencies or individuals to ensure that:

* Any messages communicated to pupils are consistent with the ethos of the school and do not marginalise any communities, groups or individuals
* Any messages do not seek to glorify criminal activity or violent extremism or seek
* to radicalise pupils through extreme or narrow views of faith, religion or culture or other ideologies
* Activities are properly embedded in the curriculum and clearly mapped to schemes of work to avoid contradictory messages or duplication.
* Activities are matched to the needs of pupils
* Activities are carefully evaluated by schools to ensure that they are effective

We recognise, however, that the ethos of our school is to encourage pupils to understand opposing views and ideologies, appropriate to their age, understanding and abilities, and to be able to actively engage with them in informed debate, and we may use external agencies or speakers to facilitate and support this.

Therefore by delivering a broad and balanced curriculum, augmented by the use of external sources where appropriate, we will strive to ensure our pupils recognise risk and build resilience to manage any such risk themselves where appropriate to their age and ability but also to help pupils develop the critical thinking skills needed to engage in informed debate.

**Whistle Blowing**

Where there are concerns of extremism or radicalisation Pupils and Staff will be encouraged to make use of our internal systems to Whistle Blow or raise any issue in confidence.

Please refer to School Whistleblowing Policy.

**Child Protection**

Staff will be alert to the fact that Extremism and Radicalisation is a safeguarding issue.

Please refer to our Safeguarding Policy for the full procedural framework on our Child Protection duties.

**Role and Responsibilities**

Wayne Marshall (Principal) is the Prevent Lead for the school. His responsibilities include:

* Taking Prevent Awareness Training
* Ensuring all staff are trained in and aware of the Prevent duty
* Providing advice and guidance to staff about extremism and radicalisation
* Ensuring fundamental British values are taught to students
* Making referrals to the Local Safeguarding Partnership Board or via Channel as appropriate

**Training**

All staff will have Prevent awareness included in their annual in-school safeguarding training.

All new staff will receive Safeguarding and Prevent training at induction.

Further details on Safeguarding training can be found in the Safeguarding policy.

**Recruitment**

The arrangements for recruiting all staff, permanent and volunteers, to our school will follow guidance for safer recruitment best practice in education settings, including, but not limited to, ensuring that DBS checks are always made at the appropriate level, that references are always received and checked and that we complete and maintain a single central record of such vetting checks.

We will apply safer recruitment best practice principles and sound employment practice in

general and in doing so will deny opportunities for inappropriate recruitment or advancement.

We will be alert to the possibility that persons may seek to gain positions within our school so as to unduly influence our school’s character and ethos. We are aware that such persons seek to limit the opportunities for our pupils thereby rendering them vulnerable to extremist views and radicalisation as a consequence.

Therefore, by adhering to safer recruitment best practice techniques and by ensuring that there is an ongoing culture of vigilance within our school and staff team we will minimise the opportunities for extremist views to prevail.

For further details on safer recruitment please consult the Safeguarding policy.

**Risk Assessment**

The school has carried out a Prevent Risk Assessment which takes account of threats specific to our student body and the local context of the school. This risk assessment will be review annually or when any new threats or legislation arise.

**Role of Governing Body or Directors**

The Governing Body / Directors of our School will undertake appropriate training to ensure that they are clear about their role and the parameters of their responsibilities as Governors, including their statutory safeguarding duties.

The Governing Body / Directors of our school will support the ethos and values of our school and will support the school in tackling extremism and radicalisation.

In line with the provisions set out in the DfE guidance ‘Keeping Children Safe in Education,

2020’ the governing body / directors will hold accountable the school’s senior management team on the delivery of this policy and monitor its effectiveness.

**Policy preparation and review**

Policy prepared by Hanna Claydon, Director Date: 12/01/16

Policy will be reviewed after 12 months or earlier if there are changes in relevant legislation or in response to any significant incidents or changes in circumstances

Reviewed: July 2016 and August 2017, 2018, 2019, 2020, April 2021

Next review: August 2021