



Prevent Policy and Guidance on Protecting Pupils from Radicalisation and Extremism

Adopted: February 2015

Date adopted	February 2015	Notes School Policy
Last Reviewed	N/A	
Review Cycle	Annual	
Author/Owner	Governing Body	

Home office's definition of extremism:

"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 calls for the death of members of our armed forces whether in this country or overseas."

The school acknowledges protection from radicalisation and extremist narratives as a safeguarding issue. The school recognises that it has a duty of care towards its pupils/students and that safeguarding against radicalisation and extremism is one of those duties. Exposure of children to extremist ideology can hinder their social development and educational attainment alongside posing a very real risk that they could support or partake in an act of violence.

"Safeguarding vulnerable people from radicalisation is no different from safeguarding them from other forms of harm." Home Office – The Prevent Strategy

If a member of staff has a concern that a pupil/student is at risk from extremist narratives and or if it appears the young person is already exposed to or involved with extremist organisations, they must discuss this with the school Safeguarding / CP Officer (Vivian Onwubalili, Olga Browne, Eno Omojevwerha, Agnes Marfo) who will refer the case to the Social Inclusion Panel (SIP) using the CAF form.

If in doubt: REFER

- Stepney Greencoat School has a zero tolerance acceptance of extremist behaviour and ensures that our curriculum, care and guidance empower young people to reject violent or extremist behaviour.
- Since 2012, it has been required by law for teachers "not to undermine fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs." The school seeks to promote tolerance and understanding of others within the school and the wider community (See Equality Policy).
- We aim to increase the resilience of pupils and of school communities through helping pupils/students acquire skills and knowledge to challenge extremist views, and promoting an ethos and values that promotes respect for others.
- We understand how an extremist narrative which can lead to harm can be challenged by staff in schools; and model to pupils/students how diverse views can be heard, analysed and challenged in a way which values freedom of speech and freedom from harm.
- We understand how to prevent harm to pupils/students by individuals, groups or others who promote violent extremism, and manage risks within the school.

- We understand how to support individuals who are vulnerable through strategies to support, challenge and protect. We use teaching styles and curriculum opportunities which allow grievances to be aired, explored and demonstrate the role of conflict resolution and active citizenship.
- **Our SCHOOL GOVERNORS** are responsible for ensuring Prevent issues are being addressed through the curriculum and that the safeguarding policy reflects the school's position on radicalisation.
- The school will report on these to the Governing Body and the lead Governor for Safeguarding (Iris Bryzak).

Strategies for protecting pupils from Radicalisation and Extremism

- Staff training and awareness:
- All staff are required to attend Prevent training and to recognise where this fits in with the Safeguarding procedures of the school. Concerns regarding potential radicalisation should be treated in the same way initially as any other Safeguarding issue.
- The curriculum actively promotes British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs in a number of ways: through its PHSE curriculum, through RE, through assemblies and through specific projects (for example on democracy). The school council models democracy in action. Children are encouraged to be active citizens through a range of activities such as being playground friends, prefects, monitors etc.
- Unlike other CP issues, the external reporting of Prevent concerns is usually to the Social Inclusion Panel rather than Integrated Pathways and Support Team (IPST). This is because Prevent interventions are voluntary and preventative. This will be by the designated person(s) with responsibility for safeguarding (Vivian Onwubalili, Olga Browne)