



Tibberton CE First School
and Hindlip CE First School



'Prevent' Anti-Radicalisation Policy

Policy discussed and adopted by the Governing Body: Autumn 2022

Policy to be reviewed: Autumn 2023

Chair of Governors: Mr A. Clarke

Prevent Lead: Mr A Gromski

Aims and Principles

Our schools are fully committed to safeguarding and promoting the welfare of all its pupils. As a Federation we recognise that safeguarding against radicalisation is no different from safeguarding against any other vulnerability. All staff and Governors are expected to uphold and promote the fundamental principles of British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs.

This is integral to our ethos as Christian Schools. We believe that a broad and balanced curriculum underpinned by a strong SMSC ethos will help children to grow up as strong individuals able to make informed life choices. We endeavour to equip our children with the knowledge, skills and reflective abilities to think for themselves, to challenge and debate and to give our children the opportunity to learn about different cultures and faiths and to gain an understanding of the values we share.

Exploring ideas, developing a sense of identity and forming views are a normal part of growing up.

Examples of this in practice:

- The school vision to serve with Grace, and our aims and values clearly enunciate the value we place on each individual and their understanding of their role in the school team and wider community, within the framework of a clear Christian Ethos.
- A curriculum which is driven by pupil voice, and engages pupils in reflecting on next steps of learning and in discussing and challenging a range of concepts and ideas from places such as peer comments, media and internet outputs
- An active school council, led by pupils which feeds back directly to the SLT and influences decisions
- Opportunities which engage children in considering what it means to be British and that being British is about living alongside others in a multi-cultural community; engendering understanding of the viewpoints and practices, backgrounds and contributions everyone makes to the country
- Opportunities to develop cultural and social understanding are taken through school assemblies; displays i.e. pupil voice, celebration, specific religious festivals; a shared understanding of what is politeness and good behaviour and learning behaviours which children display day in and day out; the use of peer play mentors.

Prevent at Hindlip and Tibberton Schools

All adults working with children in our schools actively carry out their duty of care in reporting to senior leadership any concerns in line with our safeguarding policy regarding the children or family situations which could cause harm to our pupils. The Governors also take their duty of care very seriously with regard to safer recruitment and application of safeguarding policies such as Disclosure and Barring Service and internal vetting procedures for visitors.

Definitions and Indicators

Radicalisation is defined as the act or process of making a person more radical or favouring of extreme or fundamental changes in political, economic or social conditions, institutions or habits of the mind.

Extremism is defined as the holding of extreme political or religious views.

Procedures for Referrals

Although serious incidents involving radicalisation have not occurred at our schools to date, it is important for us to be constantly vigilant and remain fully informed about the issues which affect the region in which we teach. Staff are reminded to suspend any professional disbelief that instances of radicalisation 'could not happen here' and to refer any concerns through the appropriate channels (currently via the Senior Designated Person for Safeguarding or their deputy; Alex Gromski, Josh Uren, or Rhiannon Jordan).

How to refer a concern

West Mercia Prevent Team: 01386 591835 / 01386 591816 / 01386 591825

Email: prevent@warwickshireandwestmercia.pnn.police.uk

The Channel police practitioner will make an initial assessment and advise. If the person is not suitable for Channel they can be directed to safeguarding and support services.

Staff Training

Through INSET opportunities in school, online training and specific training for our lead and DSLs, we will ensure that our staff are fully aware of the threats, risks and vulnerabilities that are linked to radicalisation; are aware of the process of radicalisation and how this might be identified early on.

Policy Review

The Anti-Radicalisation policy statement will be reviewed annually as part of the overall Child Protection and Safeguarding policy review.

Key Personnel

The Designated Safeguarding Lead (DSL) is: Alex Gromski

Contact details: head@hindlipfirst.worcs.sch.uk head@tibberton.worcs.sch.uk

Telephone: HINDLIP - 01905 453455 TIBBERTON – 01905 345284

The deputy DSL(s) are:

Josh Uren - email: head@hindlipfirst.worcs.sch.uk Telephone: 01905 453455

Rhiannon Jordan – email: head@tibberton.worcs.sch.uk Telephone: 01905 345284

The nominated safeguarding governor is: Andy Clarke

Contact via school office: email: office@tibberton.worcs.sch.uk Telephone: 01905 345384

The Executive Headteacher is: Alex Gromski

Contact details: head@hindlipfirst.worcs.sch.uk or head@tibberton.worcs.sch.uk

Telephone: HINDLIP - 01905 453455 TIBBERTON – 01905 345384

The Chair of Governors is: Andy Clarke

Contact details via school office: email: office@tibberton.worcs.sch.uk Telephone: 01905 345384

LINKS TO OTHER POLICIES:

- Child Protection and Safeguarding
- Anti-bullying policy
- Positive Behaviour policy

Appendix:

External Speaker Procedure

At Hindlip & Tibberton First schools, we often invite speakers from the wider community to give us talks to enrich the pupils' experience of school, provide them with information that helps them make decisions at different phases of their education, widening their understanding of the world and global issues, and providing motivational inspiration through the sharing of a speaker's experience. Our responsibility to our pupils is to ensure that they can critically assess the information they receive as to its value or themselves, and that the information is aligned to the ethos and values of the school, as well as to British Values.

The PREVENT statutory guidance (The Prevent Duty: Departmental advice for schools and childcare providers', DFE 2015, updated March 2016) requires schools to have clear protocols for ensuring that any visiting speakers whether invited by staff or pupils are suitable and appropriately supervised.

The protocols are:

- All visiting speakers to have nominated point of contact at school (the sponsor is usually the head teacher or class teacher)
- All requests for outside speakers require prior approval of the Executive Headteacher or Head of School
- Obtaining an outline of what the speaker intends to cover in advance of their visit
- Conducting research on the person/organisation to establish whether they have demonstrated extreme views/actions
- Refusal to allow people/organisations to use the school premises if they have links to extreme groups or movements. Justification of the schools' decision will be provided to the person or organisation in writing
- Visiting speakers sign the 'Agreement and Guidelines for Visiting Speakers' form as acceptance of the School's terms and conditions
- Conducting a risk assessment in relation to the Prevent Duty
- Maintaining the Single Central Register for all visiting speakers
- Ensuring visiting speakers are accompanied at all times and are not left unsupervised with pupils at any point
- Conducting a post event evaluation of how the visit met the needs of the pupils



AGREEMENT AND GUIDELINES FOR VISITING SPEAKERS

In order to maintain a clear focus on our main priority of teaching and learning within a safe and protecting environment care must be exercised to respect the diverse views and values of all pupils.

Name of visiting speaker:

Organisation (if applicable):

The Visiting Speaker agrees to the following terms and conditions:

1. The presentation must be appropriate to the age and maturity level of the pupil audience
2. The presentation must not incite hatred, violence or call for the breaking of the law
3. The Visiting Speaker is not permitted to encourage, glorify or promote any acts of terrorism including individuals, groups and organisations that support such acts
4. The Visiting Speaker must not spread hatred and intolerance of any minority group/s in the community and thus aid in disrupting social and community harmony
5. The Visiting Speakers must seek to avoid insulting other faiths or groups, within a framework of positive debate and challenge
6. Visiting Speakers are not permitted to raise or gather funds for any external organisation or cause without express permission from the Executive Headteacher or Head of School
7. Compliance with the School's Equal Opportunities and Safeguarding Policies is required
8. School staff have the right and responsibility to interrupt and/or stop the presentation for any violation of this agreement

I have read these guidelines and agree to abide by them.

Visiting Speaker's signature_____

Date_____



Tibberton and Hindlip CE First Schools Prevent Risk Assessment 2022



Introduction: Everyone who comes into contact with children and their families has a role to play in safeguarding children. Schools have a duty of care to their pupils and staff which includes safeguarding them from the risk of being drawn into terrorism - this includes not just violent extremism but also non-violent extremism, which can create an atmosphere conducive to terrorism and can popularise views which terrorists exploit. Schools should be safe spaces in which children and young people can understand and discuss sensitive topics, and learn how to challenge extreme ideas. School staff are particularly important as they are in a position to identify concerns early and provide help for children, to prevent concerns from escalating. Schools and colleges and their staff form part of the wider safeguarding system for children. This system is described in statutory guidance Working Together to Safeguard Children and Keeping Children Safe in Education. Schools and colleges should work with social care, the police, health services and other services to promote the welfare of children and protect them from harm. Radicalisation is listed as a specific safeguarding issue within this statutory guidance and is addressed within the Government Prevent Strategy. The Counter-Terrorism and Security Act 2015 places a duty on Schools to ‘have “due regard to the need to prevent people from being drawn into terrorism”’.

The Prevent Strategy has three main objectives:

- Respond to the ideological challenge of terrorism & the threat we face from those who promote it;
- Prevent people from being drawn into terrorism and ensure that they are given appropriate advice and support;
- Work with sectors and institutions where there are risks of radicalisation which we need to address.

Prevent Risk Assessment

Our school federation recognises that it has a duty under Section 26 of the Counter-Terrorism and Security Act, 2015, in the exercise of its functions, to have due regard to the need to prevent people from being drawn into terrorism.

Duty	What this means	Action
Assess the risk of children being drawn into terrorism	Staff can demonstrate a general understanding of the risks affecting children and young people	<ul style="list-style-type: none">• All staff attended full Safeguarding Training September 2022• All staff have read “Keeping Children Safe in Education”, Sep 2022• The Prevent Lead has informed staff of their duties as set out in “The Prevent Duty” (DfE, April 2021).• Key staff have completed Prevent Training
	Staff can identify individual children who may be at risk of radicalisation and how to support them.	The Prevent Lead has informed staff about signs and indicators of radicalisation.
	There is a clear procedure in place for protecting children at risk of	All staff have read the Safeguarding Policy which includes a statement regarding the school’s “Prevent” duty.

	radicalisation.	All staff understand how to record and report concerns regarding risk of radicalisation.
	The school has identified a Prevent Lead (Alex Gromski)	All staff know who the Prevent Lead is and that this person acts as a source of advice and support.
Prohibit extremist speakers and events in the school	The school exercises “due diligence” in relation to requests from external speakers and organisations using school premises.	Visiting speakers sign our visiting speaker agreement Request an outline of what the speaker intends to cover Research the person/organisation to establish whether they have demonstrated extreme views/actions. Deny permission for people/organisations to use school premises if they have links to extreme groups.
Working in Partnership		
The school is using existing local partnership arrangements in exercising its Prevent duty.	Staff record and report concerns in line with existing policies and procedures.	All staff record and report concerns to the Prevent Lead / DSLs
	The Prevent Lead makes appropriate referrals to other agencies including the West Mercia Prevent Team and Channel Panel.	Records of referrals are kept with the school safeguarding records Referrals are followed up appropriately and challenged if necessary
IT Policies		
Ensure that children are safe from terrorist and extremist material when accessing the internet in schools	School internet filters and monitoring software limit the chances of access to inappropriate materials online and school policies support the protection of children	Online Safety Policy Acceptable use agreements Behaviour and anti-bullying Safeguarding policy
	The children are taught about online safety and how to stay safe with technology across the school curriculum	The curriculum reflects this duty and is supported by taught values
Building children’s resilience to radicalisation		
Ensure that pupils have a “safe environment” in which to Discuss	Pupils develop “the knowledge, skills and understanding to prepare them to play a full and active part in society” underpinned by our school values.	Through PSHE/RSE and other curriculum activities, pupils are able to explore political, religious and social issues. • Pupils are taught about the diverse national,

“controversial issues”.		<p>regional and ethnic identities in the UK and the need for mutual respect.</p> <p>Relevant staff are aware of the government guidance: https://www.gov.uk/government/news/guidance-onpromoting-british-values-in-schools- published/</p>
Opportunities provided which engage children in considering what it means to be British and that being British is about living alongside others in a multi-cultural community;	Pupils develop “the knowledge, skills and understanding to prepare them to play a full and active part in society” underpinned by our school values.	Focus given to engendering understanding of the viewpoints and practices, backgrounds and contributions everyone makes to the country
Opportunities to develop cultural and social understanding are taken	Pupils develop “the knowledge, skills and understanding to prepare them to play a full and active part in society” underpinned by our school values.	Through school assemblies; displays i.e. pupil voice, celebration, specific religious festivals; a shared understanding of what is politeness and good behaviour and learning behaviours which children display day in and day out; the use of peer play mentors.

“Keeping Children Safe in Education: Information for all school and college staff” DfE, 2022
“The Prevent Duty: Departmental advice for schools and childcare providers”, DfE, April 2021