



Grove Vale Primary School

Prevent Policy

Approved by:	Date:
Last reviewed on: July 2023	
Next review due by: November 2024	



INTRODUCTION

The threat to the UK from international terrorism is substantial. The terrorist threats that we now face are more diverse than ever before, dispersed across a wider geographical area and often in countries without effective governance. We therefore face an unpredictable situation.

Dealing with violent extremism is nothing new. Throughout history there have been groups prepared to use violence to achieve their aims. A small minority of these seek to radicalise young people with an ideology, which justifies the use of violence through a distorted interpretation of a set of values (often associated with a religion).

In line with guidance from the Department for Education (DfE), Grove Vale Primary School has a zero tolerance acceptance of extremist behaviour and ensures that our care, guidance and curriculum empowers young people to reject violent or extremist behaviour.

Whilst it remains very rare for school age children to become involved in extremist activity, young people can be exposed to extremist influences or prejudiced views, including via the Internet, from an early age. Early intervention is a preferable way of tackling extremism.

PREVENT

Prevent is about safeguarding people and communities from the threat of terrorism. Prevent is 1 of the 4 elements of CONTEST, the Government's counter-terrorism strategy. It aims to stop people becoming terrorists or supporting terrorism.

The Prevent Strategy focuses on three key areas, which are to:

- Respond to the ideological challenge of terrorism and the threat 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 childcare providers on preventing children and young people from being drawn into terrorism.

DEFINITIONS & 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.



There are a number of behaviours, which may indicate a child is at risk of being radicalised or exposed to extreme views. These include;

- Spending increased time in the company of other suspected extremists.
- Changing their style of dress or personal appearance to accord with the group.
- Day-to-day behaviour becoming increasingly centred on an extremist ideology, group or cause.
- Loss of interest in other friends and activities not associated with the extremist ideology, group or cause
- Possession of materials or symbols associated with extremist cause.
- Attempts to recruit others to the group/cause.
- Communication with others that suggests identification with a group, cause or ideology.
- Using insulting or derogatory names for another group.
- Increase in prejudice-related incidents committed by that person – these may include:
 - Physical or verbal assault.
 - Proactive behaviour
 - Damage to property
 - Derogatory name-calling
 - Possession of prejudice related materials
 - Prejudice related ridicule or name-calling
 - Inappropriate forms of address
 - Refusal to co operate
 - Attempts to recruit to prejudice-related organisations
 - Condoning or supporting violence towards others

AIMS

At Grove Vale Primary School we aim to:

- **Raise awareness** within school of the threat from violent extremist groups and the risks for young people.
- Provide **information** about what can cause violent extremism, about preventative actions taking place locally and nationally and where we can get additional information and advice.
- Help staff understand the **positive contribution** they can make to empower young people to create communities that are more resilient to extremism and **protecting the wellbeing** of particular pupils or groups who may be vulnerable to being drawn into violent extremist activity.
- Provide advice on **managing risks** and responding to incidents locally, nationally or internationally that might have an impact on the school community.

The school will use these principles to guide our work in all areas including building on our work in:

- Promoting British Values through the curriculum
- Promoting pupil wellbeing, equalities and community cohesion



- Building the resilience of the school, working with partners, to prevent pupils becoming the victims or causes of harm
- Working with other agencies and parents to build community networks of support for the school
- Ensuring diversity is celebrated and difference valued
- Ensuring children are safe from terrorist and extremist material when accessing the internet in school, through establishing appropriate levels of filtering

If you or anyone else is in immediate danger, you must contact the police by calling 999. You can report suspected terrorism online or contact the confidential AntiTerrorism hotline on 0800 789 321.

For further information on Prevent in Sandwell or if you have concerns of a non-urgent nature, you can contact the Prevent team by emailing: PreventInbox@sandwell.gov.uk

Support materials are available from:

<https://educateagainsthate.com/>

<https://www.nspcc.org.uk/what-we-do/news-opinion/supporting-children-worried-aboutterrorism/>

<https://www.lgfl.net/online-safety/resource-centre>

Further Information

- [Protecting children from radicalisation: The Prevent Duty](#)
- [Counter-Extremism Strategy](#)
- [Prevent Support Pack for Schools and Childcare providers](#)
- [Prevent Audit](#)
- [Radicalisation and Extremism Policy](#)

Useful links

- [Lets Talk About It – Working together to prevent terrorism](#)



Grove Vale Prevent Risk Assessment

No	Area	Details	Existing ways to reduce and manage risk	Further actions/comments	Risk RAG
1	Leadership	<ul style="list-style-type: none"> The DSL (Alison Connop) is the main point of contact for Prevent queries/referrals in our school. If the DSL is absent then the deputy DSL's will be the point of contact (Michelle Bunch/Sarah Pickett/Natalie Howell) Ensure leaders are aware of statutory Prevent duty. Leaders keep abreast of Counter-Terrorism Local Profile (CTLP) updates. Leaders are aware of local and relevant Prevent risk updates. The school has clear and robust policies and procedures in place for protecting children at risk of radicalisation. 	<ul style="list-style-type: none"> Alison Connop (DSL) is listed in the schools Prevent policy and procedure for Prevent queries/referrals. This is included as a standing update in all safeguarding refresher meetings/training. Prevent duty is included in safeguarding INSET annually or when needed Leaders keep abreast of Prevent monthly newsletter, Prevent messaging (i.e. PEO mailing, Sandwell Prevent Twitter) and/or other local sources. 	<ul style="list-style-type: none"> All staff (including non-teaching) are aware of who to address initial concerns to. To be vigilant of the main risks and identify them in our area, this can include; Online Content/Extremism, mixed ideology and no ideology present; but risk relating to vulnerabilities <p>Sandwell priorities are ISL (Islamist) and RW (right wing)</p>	Amber



2	Partnership	<ul style="list-style-type: none"> • Sandwell Safeguarding children’s board (SSCB). • Local Authority (LA) Prevent team including Prevent Education Officer (PEO) Justin Nixon. • Use of the Multi-Agency Referral Form (MARF) for submitting referrals. 	<ul style="list-style-type: none"> • Safeguarding representative attend SSCB/MASH meetings/ conference where possible. • Maintain contact with Justin Nixon/Sandwell prevent team. • Links with local PCSO • Keep the MARF on file and log on CPOMS 		Amber
3	Staff Training	<ul style="list-style-type: none"> • Engaging and informative online training available through the home office and SSS website. • WRAP and Understanding Extremism training. • Staff are confident about <i>how</i> to refer a concern and <i>who</i> to. • Staff have increased knowledge in identifying genuine Prevent concerns. • Consider including others in staff training, such as Governors. 	<ul style="list-style-type: none"> • Raises awareness to general risks and historic cases. • DSL attend specialist Prevent SMBC/HO approved product • Share names and contact details of safeguarding staff to all new starters. • Bespoke training available for SLT through PEO. • Safer recruitment training has been carried out by leaders, managers and governance. 	www.elearning.prevent.homeoffice.gov.uk <ul style="list-style-type: none"> • Contact PEO if we require Prevent training for staff • DSL will attend prevent Network meeting regularly and update staff. 	Amber
4	IT/online safety	<ul style="list-style-type: none"> • Governors and DSL understand and take responsibilities for online safety. 		https://www.saferinternet.org.uk/	Amber



		<ul style="list-style-type: none"> • school use of internet for learning. • E-safety policy. • Children safe from terrorist and extremist material when accessing the internet in school, including appropriate levels of filtering. 	<ul style="list-style-type: none"> • Monitored by teachers and support staff, through physical observation. • Supervised by staff at all times. • Systems in place for internet controls and filtering. • Ensure IT staff stay up to date with changes/improvements in this area and review where necessary. • Contact with parents/awareness sessions 	<ul style="list-style-type: none"> • Online safety taught to children in age-appropriate ways • Searches and sites blocked. Violent, Terrorist and Extremist content and search entries flagged including wording. 	
5	Curriculum	<ul style="list-style-type: none"> • Consider how Prevent issues might be included within the curriculum, such as PSHE/Citizenship and RE. 	<ul style="list-style-type: none"> • Prevent is approached through PSHE as a safeguarding issue in a similar way to CSE, for example. <ul style="list-style-type: none"> • Links to teaching Fundamental British values and Human Rights. • Robust RE curriculum provides a safe space for discussing differing opinions and beliefs in a respectful manner. • RE also allows faith-inspired terrorist claims to be debunked through close inspection/interpretation of theology and scripture. 	<ul style="list-style-type: none"> • Prevent awareness incorporated into 'Feel Good Friday' enrichment activities. • British value shared in weekly picture news assemblies 	Amber



			<ul style="list-style-type: none"> Teaching critical thinking skills and building resilience against negative influences and stereotypical media portrayals is key. 		
6	External Speakers	<ul style="list-style-type: none"> Outside visitors/speakers. External providers, e.g. theatre companies, workshop facilitators, museum education officers etc. Bookings and lettings. 	<ul style="list-style-type: none"> External speakers can be very inspiring and motivating to students –the content of their session will be approved by school leaders / appropriate staff in advance - complete due diligence Refer to SMBC Venue Hire Policy Aware who is hiring your space out of school hours and that they comply with our Values. 	<ul style="list-style-type: none"> Consider including students in discussion re: appropriateness of speakers and events. PEO can act as a central contact point for discussion re: external groups. 	Amber



Risk Matrix

