



PREVENT Policy

What is Prevent?

Prevent is part of the British Government's counter-terrorism strategy, CONTEST. Its aim is to stop people becoming terrorists or supporting terrorism. Prevent addresses all forms of terrorism but continue to prioritise according to current threat levels. It's about minimising the risk of people supporting extremist ideologies which espouse violence and terrorism. As such Prevent is an early intervention tool most commonly in the form of education, dialogue and mentoring, aiming to reduce the likelihood of terrorist or other violent actions in the future.

Prevent is just one of four elements which make up the Government's Counter Terrorism Strategy comprising of four key elements:

- Pursue:** to stop terrorist attacks
- Protect:** to strengthen our physical infra-structure against a terrorist attack, and
- Prepare:** to mitigate the impact of a terrorist attack
- Prevent:** to stop people becoming terrorists or supporting terrorism.

Rationale:

Extremism can be defined as "holding of extreme opinions: the holding of extreme political or religious views or the taking of extreme actions on the basis of those views".

The threat from international terrorism is substantial in many countries, including Alicante. Throughout history there have been groups prepared to use violence to achieve their aims; a small minority of these seeks to radicalize young people with an ideology which justifies the use of violence through a distorted interpretation of a set of values (sometimes associated with a religion).

As an international school, we openly invite pupils from all religions, ethical and cultural backgrounds; we pride ourselves on being an equal opportunities educational establishment. 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 from an early age. Early intervention and prevention of exposure are preferable ways of tackling extremism.



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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.

We 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 world.

In line with the Counter-Terrorism and Security Act 2015 and guidance from the Department for Education (DfE), - King's Infant School has a zero tolerance acceptance of extremist behaviour and ensures that our care, guidance and curriculum empower young people to reject violent or extremist behaviour.

Aims:

King's Infant School follows the principles outlined in the above toolkit (available here) and forms the body of this policy.

This policy seeks to:

- Raise awareness amongst staff 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 schools 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 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

Assessing the risk of students being drawn into terrorism & Indicators:

There are a number of behaviours which may indicate a child is at risk of being radicalized or exposed to extreme views. These can include:

- Spending increasing 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 an extremist cause.
- Attempts to recruit others to the group/cause.
- Communications with others that suggests identification with a group, cause or ideology.
- Using insulting to derogatory names for another group.
- Increase in prejudice-related incidents committed by that person – these may include:
 - physical or verbal assault
 - provocative 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.

School & Curriculum:

We 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.



We are also 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 Behaviour Policy for pupils and the Code of Conduct for staff.

Safeguarding (see Safeguarding Policy):

All teachers receive INSET training on Safeguarding issues including the radicalization of young or vulnerable people. 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 views based on, but not exclusive to, gender, disability, homophobia, race, colour or culture
- Attempts to impose extremist views or practices on others
- Anti-Western or Anti-British views

Teaching & Learning

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



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 skill. We will ensure that all of our staff are equipped to recognize 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 radicalization. We do this by:

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

This approach will become 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 radicalization.

This approach works in conjunction with the school's approach to the spiritual, moral, social and cultural development of pupils and will include the sound use of assemblies to help further promote this rounded development of our pupils.

Our goal is to build mutual respect and understanding and to promote the use of dialogue not violence as a form of conflict resolution. We will achieve this by using a curriculum that includes:

- Citizenship programmes
- Open discussion and debate
- Work on anti-violence and a restorative approach addressed throughout curriculum
- Focussed educational programmes
- Working in partnership with local communities and authorities
- 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.



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We help support pupils who may be vulnerable to such influences as part of our wider safeguarding responsibilities (see Safeguarding Policy) 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 British Embassy and/or local partnership structures working to prevent extremism.

Keeping students safe online

Please refer to the E-Learning Policy

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ADDENDUM

Update on Prevent and Safeguarding 1st October 2015

<http://www.isc.co.uk/media/2979/update-to-kcsie-july-2015-essential-briefing.pdf>