

**EDENFIELD GIRLS HIGH SCHOOL [EGHS]**

**Prevent Policy**

EGHS is committed to providing a secure environment for pupils and all staff recognise that safeguarding and creating a safeguarding culture is the responsibility of everyone who works here.

### **The National Prevent Strategy**

EGHS supports the Home Office '4P' Prevent strategy to combat radicalisation and terrorism. The 4P's are:

**Protect** - to strengthen protection against a terrorist attack in the UK or against its interests overseas and so reduce their vulnerability. This work focuses on border security, the transport system, national infrastructure and public places

**Prepare** - to mitigate the impact of a terrorist attack where that attack cannot be stopped. This includes work to bring a terrorist attack to an end and to increase the UK's resilience to facilitate recovery from its aftermath

**Pursue** - to stop terrorist attacks by detecting, prosecuting and otherwise disrupting those who plot to carry out attacks against the UK or its interests overseas

**Prevent** - to stop people from becoming or supporting terrorism. This includes countering terrorist ideology and challenging those who promote it; supporting individuals who are especially vulnerable to becoming radicalised; and working with sectors and institutions where the risk of radicalisation is assessed to be high.

Whilst the first three strands are clearly the remit of the government and security services, the fourth one is one to which schools and those who work with young people in a wider setting such as Youth workers or Social Services can contribute. EGHS acknowledges this, supports the strategy and strives to take an active part of the Prevent section of the strategy both at a whole school and an individual level.

Prevent is a strategy that works to prevent the growth of issues that create a climate which facilitates radicalisation to occur, by creating a climate of mutual trust in which young people grow and develop.

This climate works against creating circumstances in which young people feel isolated and become vulnerable to exploitation by those who wish to further a radical agenda. The creation of a school that is a secure and safe place based on appreciation and respect for all has always been a stated aim of EGHS School and continues to be so in the school's clear statement of Equality and related policies and procedures.

Extremism in all its forms has no place at EGHS, as exposure to both extremist materials and influences is detrimental to the development of young people.

Extremists of all kinds aim to develop destructive relationships between different communities by promoting division, fear and mistrust of others based on ignorance or prejudice. Education is a powerful weapon against this as it equips young people with the knowledge, skills and sound judgement to challenge and debate these issues in a secure environment.

**At EGHS the Prevent strategy is furthered by:**

1. Raising Awareness of the issue of radicalisation with staff so that those who work with young people at EGHS appreciate that they are a front line strategy, and act accordingly. This is done through staff training, which is delivered and revisited at appropriate times through the year as opportunities arise.

EGHS staff appreciate how positive relationships created within school can remedy the factors that create the environment for dangers of radicalisation.

All staff will undergo Prevent strategy CPD. Pastoral staff will specifically monitor pupils under their care and curriculum leaders will ensure that opportunities for combatting radicalisation should be taken when they arise directly in lessons, and indirectly all the time in making sure no pupil is marginalised or excluded from activities or learning.

2. Raising pupil awareness through the curriculum, where a clear understanding of history /religion / tradition promotes an appropriate understanding of the origins of movements such as Nazism and promoting an understanding of Islam and other world religions based on peaceful messages and intent.

The pastoral curriculum is designed to encourage pupils to want to be part of an inclusive society, and the importance of Citizenship is stressed as pupils are encouraged through learning to strengthen their sense of belonging. Subjects will, when applicable, foster an understanding of what terrorism is and how it occurs.

3. Creating an inclusive school, which appreciates the importance of SMSC (Spiritual, Moral, Social and Cultural) and delivers it through a shared curriculum for all, encouraging full participation in a broad and balanced curriculum, including the Pastoral curriculum, which celebrates the diversity of the school community and aims to make pupils feel valued and included.
4. Celebrating success for all. The Pastoral reward system which celebrates and rewards achievement and effort, is open to all pupils and monitored for inclusivity by the coordinator.
5. Responding to concerns. All concerns raised by staff or other pupils are investigated as safeguarding issues according to the school safeguarding protocol and policy.

Feedback is given to reporting staff/pupils and issues regarding further investigation are reported to the Lancashire Prevent team for discussion and further action as appropriate.

6. Robust Safeguarding protocols and procedures. These are audited annually through the Safeguarding policy and protocol which aims to create a culture where all staff and pupils feel empowered and enabled to raise concerns no matter how small in an atmosphere of support and openness.

EGHS is fully committed to safeguarding and promoting the welfare of all its pupils. As a school we recognise that safeguarding against radicalisation is no different from safeguarding against any other vulnerability. At EGHS all staff are expected to uphold and promote the fundamental principles of British values, as defined in the 2011 Prevent strategy.

7. Clear channels of communication for passing on concerns. LSCB Prevent have a clear procedure (called 'Channel') which EGHS supports and recognises that concerns passed on to them will be dealt with appropriately. Should concerns arise about this then the EGHS Whistleblowing policy will be enacted and concerns reported until appropriate action is taken at further level.
8. Internet monitoring. School uses the appropriate ICT support service which applies screening to all internet traffic coming through the school server.

### ***UNICEF Rights Respecting School***

As a UNICEF Rights Respecting School, committed to the Convention on the Rights of the Child (CRC), EGHS actively promotes a school ethos and curriculum which mitigates against extremism and radicalisation. EGHS is committed to all the articles of the Convention, but Articles 12, and 17 pertain particularly here.

**Article 12** states that: "Every child has the right to say what they think in all matters affecting them, and have their views taken seriously."

EGHS's efforts to enable positive participation in school life through the School Council and participation in many and varied interest groups and clubs, demonstrates the commitment to respecting the view of the pupil. This respect enables all pupils to feel included and involved in the school community rather than seeking solace in other communities with radical inclinations.

**Article 17** states that: "Every child has the right to reliable mass media. Television, radio, newspapers and other media should provide information that pupils can understand." EGHS seeks to educate its pupils about and through the media. This is done safely through the monitoring of the Internet traffic coming through the school screening filter to ensure that pupils are not able to access inappropriate material that is contrary to the British values that the school is committed to promoting. The teaching of the safe use of the Internet to pupils and information given to parents enables freedom for pupils to access appropriate and unbiased information on a variety of subjects.

### ***Tackling extremism at EGHS***

At EGHS, 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 learners 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 learners or staff will always be challenged and dealt with in line with the relevant policies on pupil behaviour or staff conduct.

As part of wider safeguarding responsibilities, staff will be alert to and report using the EGHS safeguarding protocol -

- 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
- 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
- Other local schools, local authority services, and police reports of issues affecting their pupils
- Learners 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, sexuality, race, colour or culture
- Attempts to impose extremist views or practices on others
- Anti-Western or Anti-British views

We will strive to eradicate the myths and assumptions that can lead to some young people becoming alienated and disempowered, especially where the narrow approaches young people may experience elsewhere may make it harder for them to challenge or question these radical influences.

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

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

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 also work with local partners, families and communities in our efforts to ensure EGHS pupils understand and embrace our local context and values in challenging extremist views, and to assist in the broadening of young people's experiences and horizons.

We will help support learners 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 refer the pupil through the Channel reporting process for help and support.

### ***Use of External Agencies and Speakers***

External agencies or speakers can enrich the experiences of our pupils, however we will endeavour to ensure that we do not unwittingly use agencies that are inconsistent with, or are in complete opposition to EGHS's values and ethos.

### ***The Role of the Curriculum***

Our curriculum promotes respect, tolerance and diversity. Pupils are encouraged to share their views and recognise that they are entitled to have their own different beliefs which should not be used to influence others.

Our PSHEE (Personal, Social, Health, Economic Education) and SMSC (Spiritual, Moral, Social and Cultural) provision is embedded across the curriculum and through the wider school life, and it underpins the inclusive ethos of the school.

It is recognised that pupils with low aspirations are more vulnerable to radicalisation and therefore we strive to equip our pupils with confidence, self-belief, resilience, respect and tolerance as well as setting high standards and expectation for themselves.

Pupils are regularly taught how to stay safe when using the Internet and are encouraged to recognise that people are not always who they say they are online. They are taught to seek adult help if they are upset or concerned about anything they read or see on the Internet.

### ***Staff Training***

Through INSET opportunities in school, we will ensure that our Trustees and 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.

Training from the Lancashire Prevent team will be facilitated and updated as this becomes available.

### ***Policy Review***

This policy statement will be reviewed regularly to reflect Government initiatives and developments in this field.

### ***Definitions for clarification***

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 which may deny rights to any group or individual. It can be expressed in vocal or active opposition to fundamental British values including democracy, the rule of law, individual liberty and respectful tolerance of different faiths or beliefs.

<b><i>Date Reviewed</i></b>	<b><i>Reviewed by</i></b>	<b><i>Next Review Date</i></b>
June 2019	Imran Ashraf Yasmin Mubarak Khaleda Begum	June 2020