

Prevent Policy

Documentation Information

Reviewed by:	Ivanhoe School Local Governing Body		
Last Reviewed:	26/02/2025	Next Review:	February 2027
Review Cycle:	2 Yearly	Ratified by Governors	

Introduction

Ivanhoe School is committed to providing a secure environment for pupils, where children feel safe and are kept safe. All adults in our school recognise that safeguarding is everyone's responsibility irrespective of the role they undertake or whether their role has direct contact or responsibility for children or not.

Our school's policy draws on guidance in

- "Prevent Duty Guidance for England and Wales 2023"
- LEICESTERSHIRE COUNTY COUNCIL CHILDREN & YOUNG PEOPLE'S FAMILY SERVICES MODEL POLICY AND PROCEDURES ON SAFEGUARDING / CHILD PROTECTION FOR SCHOOLS (September 2022)
- "Keeping Children Safe in Education, 2024"
- "Working together to Safeguard Children 2023"

School Ethos and Practice

When operating this policy, we use the Government's definition of extremism which is:

Extremism is the promotion or advancement of an ideology based on violence, hatred or intolerance, that aims to:

1. negate or destroy the fundamental rights and freedoms of others; or
2. undermine, overturn or replace the UK's system of liberal parliamentary democracy and democratic rights; or
3. intentionally create a permissive environment for others to achieve the results in (1) or (2).

We also acknowledge the part we should play in the Prevent 2011 strategic objectives

- respond to the ideological challenge of terrorism and the threat we face from those who promote it
- prevent learners 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 that we need to address.

There is no place for extremist views of any kind in our school, whether from internal sources – pupils, staff or governors, or external sources - school community, external agencies or individuals. Our pupils see our school as a safe place where they can explore controversial issues safely and where our teachers encourage and facilitate this – we have a duty to ensure this happens.

As a school we recognise that extremism and exposure to extremist materials and influences can lead to poor outcomes for learners 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 learners. Staff will receive regular training with regard to this policy and it is incorporated into our annual all staff safeguarding training which takes place on the training days at the start of the academic year.

Extremists of all persuasions aim to develop destructive relationships between different communities by promoting division, fear and mistrust of others based on ignorance or prejudice and thereby limiting the life chances of learners. Education is a powerful weapon against this; equipping learners with the knowledge, skills and critical thinking, to challenge and debate in an informed way.

We therefore will provide a broad and balanced curriculum, delivered by skilled professionals, so that our learners 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 learners 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 amongst others our Safeguarding, Behaviour and Equal Opportunities Policies.

As part of wider safeguarding responsibilities school staff will be alert to:

- Disclosures by learners 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 learners have not actively sought these
- Graffiti symbols, writing or art work promoting extremist messages or images
- Learners 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 or, in line with our equalities policy, views based on, but not exclusive to, gender, disability, homophobia, race, or culture
- Attempts to impose extremist views or practices on others

Staff are expected to report immediately any of the above to our Designated Senior Leader or one of the deputies.

Designated Senior Leader

- Mrs Vicky Sharpe

Deputy Designated Leaders

- Mrs Alison Allford
- Mrs Emma Cresswell
- Mrs E.Boussida
- Mrs Sarah Lane
- Mrs Mel Konig
- Mr Adam Perkins
- Mrs Fiona Pennington

Our school will closely follow any locally agreed procedure as set out by the Local Authority and/or our Safeguarding Children Board's agreed processes and criteria for safeguarding individuals susceptible to extremism and radicalisation. We also liaise with the Prevent Engagement Team for Leicestershire and Rutland County Council.

Teaching Approaches

We will all strive to eradicate the myths and assumptions that can lead to some young learners becoming alienated and disempowered, especially where the narrow approaches learners may experience elsewhere may make it harder for them to challenge or question these radical influences. In our school this will be achieved by good teaching, primarily via our PSHRE curriculum.

We will ensure that all of our teaching approaches help our learners build resilience to extremism and give learners 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 radicalisation.

Therefore, this approach will be embedded within the ethos of our school so that learners know and understand what safe and acceptable behaviour is in the context of extremism and radicalisation. This will work in conjunction with our school's approach to the spiritual, moral, social and cultural development of learners as defined in Ofsted's School Inspection Handbook and will include the sound use of assemblies to help further promote this rounded development of our learners. 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 our school understands and embraces our local context and values in challenging extremist views and to assist in the broadening of our learner's experiences and horizons. We will help support learners who may be susceptible to such influences as part of our wider safeguarding responsibilities and where we believe a learner is being directly affected by extremist materials or influences, we will ensure that that learner is offered mentoring. Additionally in such instances our school will seek external support from the Local Authority and/or local partnership structures working to prevent extremism.

At our school we will promote the values of democracy, the rule of law, individual liberty, mutual respect and tolerance for those with different faiths and beliefs. We will 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 learners safe and prepare them for life in modern multi-cultural Britain and globally.

Use of External Agencies and Speakers

We encourage the use of external agencies or speakers to enrich the experiences of our learners; however, we will positively vet those external agencies, individuals or speakers who we engage to provide such learning opportunities or experiences for our learners.

Such vetting is to ensure that we do not unwittingly use agencies that contradict each other with their messages or that are inconsistent with, or are in complete opposition to, the school's values and ethos. We must be aware that in some instances the work of external agencies may not directly be connected with the rest of the school curriculum so we need to ensure that this work is of benefit to all learners.

We recognise, however, that the ethos of our school is to encourage learners to understand opposing views and ideologies, appropriate to their age, understanding and abilities, and to be able to actively engage with them in informed debate, and we may use external agencies or speakers to facilitate and support this.

By delivering a broad and balanced curriculum, augmented by the use of external sources where appropriate, we will strive to ensure our pupils recognise risk and build resilience to manage any such risk themselves where appropriate to their age and ability but also to help pupils develop the critical thinking skills needed to engage in informed debate.

PREVENT RISK ASSESSMENT

Ivanhoe school 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 learners from being drawn into terrorism.



Everyone who comes into contact with learners and their families has a role to play in safeguarding them. Schools have a duty of care to their learners 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 populate views which terrorists exploit. Schools should be safe spaces in which learners can understand and discuss sensitive topics, including terrorism and the extremist ideas that are part of the terrorist ideology and learn how to challenge these ideas.

School Staff are important as they are in a position to identify concerns early and provide help for learners and prevent concerns from escalating. Schools and their staff form part of the contextual safeguarding system for their learners. These duties are described in [Working together to safeguard children - GOV.UK \(www.gov.uk\)](http://www.gov.uk) and [Keeping children safe in education - GOV.UK \(www.gov.uk\)](http://www.gov.uk) Schools should work with Social Care, Local 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 [Prevent strategy 2011 - GOV.UK \(www.gov.uk\)](http://www.gov.uk). [Counter-Terrorism and Security Act - GOV.UK \(www.gov.uk\)](http://www.gov.uk) places a duty on schools to ‘have “due regard to the need to prevent learners from being drawn into terrorism”’.

The PREVENT STRATEGY HAS THREE MAIN OBJECTIVES;

- Respond to the ideological challenge of terrorism and 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.

DUTY	What this means	ACTION
The values and ethos of the school promote resilience against extremist Ideologies and promoting British Values	IVANHOEs values clearly set out our commitment to British Values.	Respond to the ideological challenge of terrorism and the threat we face from those who promote it Prevent learners 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 that we need to address.
	IVANHOE has an identified SPOC (Single Point of Contact). DSL – Vicky Sharpe	All Staff know who the SPOC is and this person acts as a source of advice and support and will make the necessary referrals.
Governors carry out their role to monitor the schools prevent strategy effectively.	Governors are trained in the understanding of PREVENT duty.	All Governors have read our Child Protection Policy and Part 1 of Keeping Children Safe in Education (2024) Our Safeguarding Governor oversees our compliance with the Prevent Duty.
Staff assess the risk of learners being susceptible to being drawn into terrorism.	ALL staff are trained in the understanding of PREVENT duty and the risks it can pose to our learners.	ALL staff attend our Annual Safeguarding Refresher Training and have read Part 1 of Keeping Children Safe in Education (2024). ALL staff are aware of their duties which are set out in 'The Prevent Duty Guidance' (Dfe, December 2023). ALL staff have completed the National College Annual Certificate in understanding the Prevent Duty 2024.
SPEAKERS and EVENTS		
Prohibit extremist speakers and events in school.	IVANHOE exercises "due diligence" in relation to requests from external speakers and organisations using school premises.	Volunteers and visitors are screened and checked before arriving at school (Safer Recruitment). Research of the person/organisation to establish whether they have demonstrated extreme views/actions. Outline of content is requested prior to visit. Visitors who are not a part of our MAT or do not have the correct checks / paperwork are never left alone with learners and are supervised by appropriate staff. We deny access or permission to use our premises to people / organisations if they have links to extreme groups.
WORKING IN PARTNERSHIP		
IVANHOE uses existing local partnership arrangements in exercising it's PREVENT duty.	Staff record and report concerns in line with existing policies and procedures.	ALL staff report concerns to our DSL/SPOC.

		<p>ALL staff record their concerns on CPOMS.</p> <p>School leaders stay up to date with local developments and risks.</p> <p>Our DSL/SPOC is in regular contact with the local Policing Team.</p>
Staff are confident and capable of working with external agencies and sharing concerns about extremism externally.	Our SPOC (Single Point of Contact) makes the appropriate referrals to other agencies including the Local Authority, Police and Channel Panel.	<p>ALL records of referrals are logged on CPOMS.</p> <p>Referrals are followed up and challenged if necessary.</p> <p>SPOC knows the process to contact other agencies and expedite concerns about extremism.</p> <p>ALL concerns regarding extremism are discussed at Senior Level with the MAT Life Academy Trust and Local Authority Safeguarding Team.</p>
STAFF TRAINING		
Enable staff to identify children at risk of being drawn into terrorism and to challenge extremist ideas.	Assess the training needs of staff in the light of the school's assessment of the risk to learners at the school being drawn into terrorism.	<p>The DSL/SPOC and Deputy Safeguarding Leads undertake Prevent Awareness Training.</p> <p>Ensure that the DSL/SPOC is able to provide advice and support to other members of staff on protecting children from the risk of radicalisation.</p> <p>ALL staff complete the online Understand the Prevent Duty.</p> <p>Information and updates shared via staff bulletins and briefings.</p>
IT POLICIES		
Ensure that learners are safe from terrorist and extremist material when accessing the internet in schools.	IVANHOE has policies in place which make reference to the PREVENT duty.	<ul style="list-style-type: none"> • Online Safety Policy • IT Acceptable use Policy • Behaviour Policy • Anti-Bullying Policy • Child Protection Policy • PREVENT Policy <p>Learners are encouraged to report material they see online which makes them worried or unsafe.</p> <p>Filtering & Monitoring – IVANHOE has appropriate filters</p>

		to block sites deemed inappropriate and/or unsafe. Learners and staff PC's are monitored by the DSL.
	Learners are taught about on-line safety with specific reference to the risk of radicalisation.	The curriculum reflects this duty.
Building learners resilience to radicalisation		
Ensure that learners have a 'safe environment' in which to discuss 'controversial issues'	Learners develop 'the knowledge, skills and understanding to prepared them to play a full and active part in society'	Through PSHRE/BV and other curriculum activities pupils are able to explore political, religious and social issues. Learners are taught about the diverse national, regional and ethnic identities in the UK and the need for mutual respect. Government Guidance is shared with all staff; Guidance on promoting British values in schools published - GOV.UK (www.gov.uk)
The curriculum promotes British Values and a culture of equality.	Clearly identified opportunities to promote British Values and challenge extremist ideologies.	Opportunities to promote British Values are clearly identified within all curriculum areas and through the full safeguarding curriculum. Use of PSHE / BV lessons for sensitive and supportive discussions on radical issues and extreme ideologies. Our Behaviour Policy clearly sets out that hateful behaviour is not tolerated. Staff know how to respond to witnessing harassment and abusive behaviour. Learners are encouraged to challenge harassment or abusive behaviour amongst their peers.