



Lingfield Education Trust

Prevent Policy

Policy Version Control	
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Policy prepared by (name and designation)	Mark Dent Director of Education
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Prevent sits within Lingfield Education Trust Safeguarding Strategy. The Trust lead for Prevent is Mark Dent, Director of Education and Strategic Safeguarding Lead.

Rationale

Lingfield Education Trust recognises that pupils can be vulnerable to extremist ideology and radicalisation, and we are committed to protecting pupils from this risk as part of our safeguarding responsibilities. Our commitment to safeguarding pupils against extremism, radicalisation and terrorism includes interventions and collaboration with other agencies including the police and the LA where appropriate and as required. We support and will adhere to guidance from the DfE which requires schools to actively promote fundamental British values in order to enable pupils to challenge extremist views and ensure that pupils are encouraged to regard people of all faiths, races and cultures with respect and tolerance. This policy relates to the potential radicalisation of pupils at our school.

Purposes

Lingfield Education Trust regards this statutory duty as a safeguarding matter and our approach to this is consistent with all other safeguarding policies and practices. The guidelines within this policy have the purposes of:

- Safeguarding pupils from social, political or religious messages which are contrary to fundamental British values
- Ensuring the all pupils are safe from inappropriate images or media which may negatively influence behaviour
- Delivering a curriculum which supports the pastoral and academic development of young person so that they may successfully take part in society.

The Legal Framework:

2002 Education Act – Curriculum

The curriculum for a school satisfies the requirements if it is a balanced and broadly based curriculum which:

- promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society, and
- prepares pupils at the school for the opportunities, responsibilities and experiences of later life.

Understanding the issues surrounding the Prevent agenda is key to both points above. Children must leave school able to respect, understand, work, play and live with all people – regardless of background, belief and culture. We see early education as vital to this cause.

2006 Education Act – Community Cohesion

All publicly funded schools have a duty to promote community cohesion through the Education and Inspections Act 2006. The starting point for any school is that it should be a cohesive community.

This means:

- there is a common vision and sense of belonging by all groups
- the diversity of people's backgrounds is appreciated and valued
- similar life opportunities are available to all
- there are strong and positive relationships across the school.

We see our approach to promoting community cohesion in the local and wider communities through three main areas reflecting the core purpose of the school:

- teaching, learning and curriculum
- equity and excellence
- engagement and extended services.

Equality Act 2010

The Equality Act 2010 introduced a single Public Sector Equality Duty (PSED) for all public bodies, including schools, that requires them to have due regard to the need to:

- eliminate discrimination and other conduct prohibited by the Act
- advance equality of opportunity between people who share a protected characteristic and people who do not share it
- foster good relations across all characteristics – between people who share a protected characteristic and people who do not share it.

Having 'due regard' means taking the PSED principles into account when making strategic decisions. As a trust, we go a step further – continually reviewing how we 'live' these duties, so that, linked to our approach to FBV and SMSC, equality is no longer a 'duty', but a simple expectation in all we do and promote.

The Teachers' Standards

All teachers are required to meet the Teachers' Standards and this should be checked each year as part of performance management arrangements. Part Two of the standards deals with personal and professional conduct and teachers are expected to demonstrate that they:

"uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by:

- showing tolerance of and respect for the rights of others
- not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs
- ensuring that personal beliefs are not expressed in ways which exploit pupils' vulnerability or might lead them to break the law."

Our trust staff behaviour guidelines make clear reference to expectations of staff when they are both within and beyond the school gates. Promoting FBV is key to this expectation.

Prevent Strategy 2011

The Prevent Strategy, reviewed in 2011, specified that all schools should promote the fundamental British values. The current requirement is that schools should 'actively promote' fundamental British values. This means challenging any opinions or behaviours that would undermine these values.

Prevent is part of the counter-terrorist strategy Contest, which 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; and
- work with sectors and institutions where there are risks of radicalisation which we need to address.

Guidelines

In order to achieve these purposes, all Lingfield Education Trust schools will:

- Ensure that all safeguarding and Child Protection policies and procedures are applied consistently and in a proportionate way to any situation in which we have reason to believe or know that a young person is at risk of radicalisation from any ideological perspective. They will be reviewed at least annually, and as soon as new guidance is published.
- Have a school specific action plan/risk assessment document which is reviewed annually.
- Ensure that all relevant staff complete training within this area as part of their broader safeguarding and child protection responsibilities. Prevent training should be completed every 2 years, or on induction for new members of staff. Governors and Trustees should also complete Prevent training every 2 years.
- Include appropriate CPD within this area as and when new materials or information becomes available, as well as hold professional discussions around current risks and issues within the community, so that our approach to our children and families is timely and responsive.
- Place appropriate expectations and emphasis within the staff behaviour guidelines.
- Deliver a formal and informal curriculum which allows for the promotion of fundamental British values without restricting critical thinking around this area.
- Ensure that all external contributors to the school's work are supported and their work reviewed to ensure consistency with our aims. We will always know what visitors are planning to discuss with our children and families before they are granted access to them.
- Work with support agencies to ensure the safeguarding of young people in this area.

School level documents which outline individual school actions and risk

- Action plan and risk assessment – spring LGB