



Policy Reference H04 **Safeguarding Prevent Policy**

Every school within Cumbria Futures Federation aims to provide a safe and hardworking environment where every child can be successful, whatever their abilities.

Our Values

- Courage and Compassion
- Inclusion and Equality
- Respect and Courtesy
- Optimism and Perseverance
- Forgiveness and Tolerance
- Ambition and Achievement

Version No	Author/Owner	Date Written	Note of amendments made
01-2018	JR	August 2018	New policy created from model policy plus elements from Beacon Hill and Solway's existing policies
01-2021	JR	August 2021	Refreshed and updated policy

Introduction

Cumbria Futures Federation and all the schools within the Federation fully recognise their responsibilities for safeguarding and in particular in relation to the Prevent Strategy and radicalisation in Cumbria. The new Counter Terrorism and Security Act 2015 places a legal duty on public bodies including schools to 'have due regard to the need to prevent people from being drawn in to terrorism'. The legal duty is backed by statutory guidance that sets a range of expectations on schools. The statutory guidance will be monitored via existing inspection procedures such as Ofsted

The same Act also places a duty for Channel Panels to be in place. The Act requires partners (schools are specifically named as partners) to cooperate with the panel in the discharge of its function in identifying and assessing the extent to which individuals are at risk of being drawn into terrorism and the support provided to those individuals. Our policy applies to all staff, governors and volunteers working in the school. There are six main elements to our policy:

- **Ensuring we practice safe recruitment in checking the suitability of staff and volunteers to work with children.**
- **Raising awareness of radicalisation and extremism and the risks posed to children and young people.**
- **Establishing a safe environment in which children are aware of the issues and can develop the skills to protect themselves.**
- **Implementing procedures for identifying and reporting cases, or suspected cases, of extremism or radicalisation**
- **Supporting pupils who are at risk**
- **Ensuring all staff work within the guidance of the Safer Working Practices policy**

We recognise that because of the day to day contact with children, school staff are well placed to be alert to the possible signs of extremism. The school will therefore:

- Establish and maintain an environment where children feel secure, are encouraged to talk, and are listened to.
- Ensure children know that there are adults in the school whom they can approach if they are worried.
- Teach a broad and balanced curriculum and challenge extremist views in the same ways as we would challenge other discriminatory or prejudicial views.
- Promote fundamental British values as well as understanding and tolerance of difference, especially of other faiths
- Protect children from terrorist and extremist materials when accessing the internet at school
- Assess the risk of pupils being drawn in to terrorism and support for extremism

Procedures

We will follow the procedures set out by Cumbria Local Safeguarding Children Board (procedures can be referenced at www.cumbriasafeguardingchildren.co.uk) and take account of guidance issued by the Department for Children, Schools and Families and Cumbria Police to:

- Ensure we have a Designated Safeguarding Lead (DSL) for safeguarding whose role includes the Prevent remit. Those who are responsible for safeguarding have received appropriate training (at L 3) and support for this role. All other staff to L1.
- Ensure all staff complete Prevent training.
- Ensure we have a nominated governor responsible for safeguarding.
- Ensure every member of staff (including temporary and supply staff and volunteers) and governing body knows the name of the DSL and their role.
- Ensure all staff, including new staff and volunteers, understand their responsibilities in being alert to the signs of extremism and responsibility for referring any concerns to the DSL.
- Ensure robust safeguarding policies are in place to identify children at risk, intervene and refer students as appropriate.
- Ensure that parents have an understanding of the responsibility placed on the school and staff for ensuring children are safe from extremist views and radicalisation.

- Develop effective links with relevant agencies and co-operate as required with their enquiries regarding extremism and radicalisation.
- Keep written records of concerns about children, even where there is no need to refer the matter immediately.
- Ensure all records are kept securely; separate from the main pupil file, and in locked locations.
- Follow procedures where an allegation is made against a member of staff or volunteer.
- Ensure safe recruitment practices are always followed.
- Ensure that staff are aware of the Safer Working Practices policy, and monitor behaviour of staff to identify any potential causes for concern.

School Commitment

It is the duty of all schools within our Federation to ensure children are safe from a range of views which are extremist and seek to radicalise them. The school will endeavour to support the pupil through:

- The content of the curriculum which will be broad and balanced, but narrow or dismissive and teach pupils the skills to think critically so as to understand and tolerate difference
- Teachers who have the skills and confidence to handle these issues and understand the potential risks, internal and external
- The school ethos which promotes a positive, supportive and secure environment which is a safe place for informed debate.
- The school behaviour policy which is aimed at supporting vulnerable pupils in the school. The school will ensure that the pupil knows that some behaviour is unacceptable and this will be challenged as appropriate
- Liaison with other agencies that support the pupil such as Children's Services, Child and Adolescent Mental Health Service, School Nurse and Educational Psychology Service.

Signs and risk factors

- Disclosures, writings, drawings, possessing or accessing extremist materials
- Expressions of support for terrorism, using extremist narratives and 'us and them' language; justifying the use of violence to solve real or perceived grievances
- Personal crisis – family tensions; sense of isolation; low self esteem; changes in friendship group; searching for answers to questions about identity, faith, belonging
- Personal circumstances – migration; local community tensions; events affecting the student's country or region of origin; a sense of grievance triggered by personal experience of racism or discrimination or aspects of Government policy

What should I do?

- Discuss your concerns about a child with the DSL
- Know the safeguarding and child protection procedures
- Know how to recognise and respond to the signs that should cause concern
- Always make a referral to the hub when you have cause to believe that a child has suffered or may suffer harm (this is the role of the Designated Lead)
- Seek advice from the hub if in any doubt about making a referral
- Be alert to possible signs of extremism
- Trust your professional skills and instincts
- Use existing safeguarding procedures –
 1. Notice issues of concern
 2. Check with other colleagues
 3. Share concerns via safeguarding procedures