



Sunnyside Academy

PREVENT POLICY 2022/23

Ad Astra Trust

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1. Purpose and Aim

Sunnyside Academy fully recognises its responsibility to safeguard, promote and protect the safety of all pupils in its care. This means ensuring safeguarding and child protection are at the forefront and underpin all relevant aspects of process and policy development at Sunnyside Academy. Ultimately, all systems, processes and policies should operate with the best interests of the child at their heart. Sunnyside Academy has an attitude of 'it could happen here'. Sunnyside Academy expects all Staff to share this commitment.

Schools and colleges and their staff are an important part of the wider safeguarding system for children. This system is described in the statutory guidance Working Together to Safeguard Children.

Safeguarding and promoting the welfare of children is **everyone's responsibility**. **Everyone** who comes into contact with children and their families has a role to play. In order to fulfil this responsibility effectively, all practitioners should make sure their approach is child-centred. This means that they should consider, at all times, what is in the **best interest** of the child.

Keeping Children Safe in Education – 2022

The threat of International terrorism in the UK is substantial. In line with guidance from the Department for Education (DfE), Sunnyside Academy has a zero tolerance acceptance of extremist behaviour and ensures that our care, guidance and curriculum empower our young children to reject violent or extremist behaviour

This Policy is part of our commitment to keeping children safe. Schools have an important part to play in both educating children and young people about extremism and recognising when pupils start to become radicalised. In March 2015, new statutory duties were placed on schools by the Counter Terrorism and Security Act (2015) which means they must work to prevent children being drawn into extremism.

The Policy forms part of the safeguarding arrangements for our school and should be read in conjunction with the following:

- Keeping Children Safe in Education, 2022
- Working Together to Safeguard Children, 2018
- Inspecting Safeguarding in Early Years
- The role of the designated safeguarding lead (Annex B of KCSIE)
- The safeguarding response to children missing from education
- Behaviour Policy
- Staff Code of Conduct
- Whistleblowing Policy
- Allegations against Adults Policy
- Low Level Concerns Policy

The duty to prevent children and young people being radicalised is set out in the following documents:

- Counter Terrorism and Security Act (2015)
- Keeping children safe in education (2022)
- Prevent Duty Guidance
- Working Together to Safeguard Children (2018)

2. Our Safeguarding Pledge

Children will:

- Get the help they need when they need it;
- Be seen by a professional such as a teacher, doctor or social worker to make sure children are alright and not put at more risk;
- Be listened to seriously, and professionals will use their power to help children;
- Be able to discuss issues in private, if and when children want to.

Professionals will:

- Be involved with children and help them understand decisions made about their lives;
- Provide children with a named adult to help them;
- Share information to protect children;
- Minimise disruption to other parts of children's lives;
- Work together effectively on children's behalf;
- Be competent, confident, properly trained and supported;
- Work to continually improve how and what is done to help children.

3. Understanding the Prevent Duty

The aim of the Government's Counter Terrorism Strategy is to reduce the risk to the UK and its interests overseas from terrorism. The duty is known as the Prevent Duty. All schools are subject to a duty under section 26 of the Counter- Terrorism and Security Act 2015, in the exercise of their functions, to have "due regard to the need to prevent people from being drawn into terrorism".

Schools have a critical role in the Prevent Duty. The Early Years Foundation Stage describes the clear duties to protect children in their care, providers must be alert to any safeguarding and child protection issues in the child's life at home or elsewhere.

Definition

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

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.

4. Roles and responsibilities

Local Academy Committee

It is the role of the LAC to ensure that the school meets its statutory duties with regard to preventing radicalisation.

The LAC has a nominated person who will liaise other staff about issues to do with protecting children from radicalisation.

Headteacher

It is the role of the Headteacher to:

- ensure that the school and its staff respond to preventing radicalisation on a day-to-day basis,
- ensure that the school's curriculum addresses the issues involved in radicalisation ensure that
- staff conduct is consistent with preventing radicalisation

Designated Safeguarding Lead (DSL)

It is the role of the designated safeguarding lead to:

- ensure that staff understand the issues of radicalisation, are able to recognise the signs of vulnerability or radicalisation and know how to refer their concerns
- receive safeguarding concerns about children who may be vulnerable to the risk of radicalisation or are showing signs of radicalisation
- make referrals to appropriate agencies with regard to concerns about radicalisation
- liaise with partners, including the local authority and the police
- report to the LAC on these matters

Role of staff

It is the role of staff to understand the issues of radicalisation, are able to recognise the signs of vulnerability or radicalisation and know how to refer their concerns.

5. Strategies for Preventing Extremism

The Office for Security and Counter Terrorism works to counter the threat from terrorism and their work is detailed in the counter terrorism strategy CONTEST. The strategy is based on four areas of work:

Pursue

To stop terrorist attacks.

Prevent

To stop people becoming terrorists or supporting terrorism.

Protect

To strengthen our protection against terrorist attack.

Prepare

To mitigate the impact of a terrorist attack.

6. Whole school approach

Our role, as a school, is outlined more specifically in the DfE document "Learning together to be safe: A toolkit to help schools contribute to the prevention of violent extremism".

At Sunnyside Academy we follow the principles outlined in the toolkit which seeks to:

- Raise awareness amongst staff within school of the threat from violent extremist groups and the risks to children.
- Provide information about what can cause violent extremism, about preventative actions taking place locally and nationally and where to 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 to support the school.

Sunnyside Academy has the responsibility to meet the following criteria:

- Keep children safe and promote their welfare
- Be alert to any safeguarding and child protection issues in the child's life at home or elsewhere
- Make sure that staff have sufficient training that gives them knowledge and confidence to recognise the vulnerability and be aware of what action to take in response
- Demonstrate that they are protecting children and young people from being drawn into terrorism by having clear procedures for protecting children at risk of radicalisation
- Ensure their safeguarding arrangements take into account the policies and procedures of the Local safeguarding Children's Board
- Assess the risk of children being drawn into terrorism
- Understand when to make referrals into "Channel" process and where to get additional advice and support i.e Local Authority Prevent Lead
- Focus on children's personal, social and emotional development
- Ensure children learn right from wrong, mix and share with other children and value others' views
- Ensure children know about similarities and differences between themselves and others, and challenge negative attitudes and stereotypes (in an age appropriate way)

To do this practitioners will:

- Listen to children
- Share appropriate information with parents
- Listen to parents
- Report concerns
- Challenge negative behaviour
- Focus on what children need
- Support children's personal, social and emotional development
- Staff Training

The statutory guidance refers to the importance of "Prevent" awareness training to equip staff to identify children at risk of being drawn into terrorism and to challenge extremist ideas.

7. Signs of vulnerability

There are no known definitive indicators that a young person is vulnerable to radicalisation, but there are number of signs that **together** increase the risk. Signs of vulnerability include:

- Underachievement
- Being in possession of extremist literature
- Poverty
- Social exclusion
- Traumatic events
- Global or national events

- Religious conversion
- Change in behaviour
- Extremist influences
- Conflict with family over lifestyle
- Confused identify
- Victim or witness to race or hate crimes
- Rejection by peers, family, social groups or faith

8. Recognising extremism

Early indicators of radicalisation or extremism may include:

- Showing sympathy for extremist causes
- Glorifying violence, especially to other faiths or cultures
- Making remarks or comments about being at extremist events or rallies outside school
- Evidence of possessing illegal or extremist literature
- Advocating messages similar to illegal organisations or other extremist groups
- Out of character changes in dress, behaviour and peer relationships (but there are also very powerful narratives, programmes and networks that young people can come across online so involvement with particular groups may not be apparent.)
- Secretive behaviour
- Online searches or sharing extremist messages or social profiles
- Intolerance of difference, including faith, culture, gender, race or sexuality
- Graffiti, art work or writing that displays extremist themes
- Attempts to impose extremist views or practices on others
- Verbalising anti-Western or anti-British views
- Advocating violence towards others

9. APPENDIX A: PREVENT ACTION PLAN

Under the Prevent Duty, all specified bodies, including schools, colleges and universities are required, in the exercise of their functions, to have ‘due regard for the need to prevent people being drawn into terrorism’. The legislation sets out that schools must assess the risk of children being drawn into terrorism, and that this assessment should be based on ‘an understanding, shared with partners, of the potential risk in the local area’. It will be necessary for schools to develop an action plan outlining how identified risks will be addressed. This Prevent Action Plan Template has been developed to assist schools in doing so by providing some suggested risk areas and proposed actions.

School	
Safeguarding Lead	
Date of Assessment	
Date for Review	

Risk Area	Hazard	Severity (A) 1-5	Likelihood (B) 1-5	Risk Rating A x B	Existing Measures	Proposed Actions	Risk Owner	Planned Completion Date
Safeguarding	Staff are unaware of the Prevent agenda, or of radicalisation and extremism as safeguarding issues.					Familiarise staff with the school’s safeguarding policy and radicalisation and the Channel process are included within it. Staff training around the policy. Make staff aware of the implications of the Prevent duty in schools.		
	Staff are unaware of school procedure for					Staff training around safeguarding policy to ensure that they are		

	handling concerns. Or, staff are reluctant to raise					comfortable sharing concerns around radicalisation and extremism and they are aware of how to do so.		
	relation to extremism/ radicalisation.							
	Staff are unsure/unaware of how to identify children at risk of radicalisation.					Staff attend an education WRAP training session, to increase their understanding of vulnerabilities and the risks around radicalisation.		
	Staff do not feel confident about raising concerns about risks to pupil safety.					Inclusion of a whistleblowing mechanism within the safeguarding process.		
	Risk to students in external learning environments/ students working with sub- contracted education providers					Sub-contracted education providers are included within safeguarding procedures. Sub-contractors required to understand Prevent and extremism and radicalisation risks		
Leadership/organisational values	Staff are not aware/ do not subscribe to the ethos/values of the school					Review recruitment and induction programmes and ongoing staff development to ensure they reflect the values of the school.		
	A whole school approach to British Values is not taken					The inclusion of British values within the schools ethos/ mission statement.		

					Actively promote of British values at leadership level.		
	Lack of leadership ownership of extremism/ radicalisation concerns and lack of leadership oversight				Appoint key individuals (governors, management) with responsibility for safeguarding, and understanding risks around radicalisation/ extremism Arrange suitable training on extremism and radicalisation for Governors		
	Compliance with the Prevent Duty is unsatisfactory				Completion of risk assessment in relation to risks and vulnerabilities within the school, the local area and for individuals. Develop action plan to ensure a proportionate response to those risks		
Partnership	Ineffective process and lack of coordination around sharing of concerns re: radicalisation and extremism.				Staff are aware of internal SPoC for radicalisation/extremism concerns and enquiries. Utilise existing safeguarding referral pathways		
	School unaware of how to access statutory assistance to support vulnerable individuals				Develop links between schools and external partners including LSCB and LA Prevent teams.		
	School has limited access to resources/ best practice.				Utilise existing links with local schools to share information and best practice in relation to the Prevent agenda.		

Learning and teaching	British values are considered only superficially with no opportunity within the school for for pupils to engage and/or experience them.					British values are taught across the curriculum and are embedded in learning. Opportunities to promote values are identified and utilised within the curriculum and within enrichment activities. Pupils 'acceptance and engagement' with British values developed through opportunities to practically experience how the values might apply in day to day life, for example, through mock elections, a school council or visits to faith institutions.		
	There are known risks of radicalisation in relation to school-aged children and young people are may be more susceptible to extremist messaging.					Include activities within existing lesson structure to enhance student resilience and to develop student's critical thinking skills. Raise awareness amongst students about the importance of critical thinking skills. Ensure that students are confident in verifying the validity of information, for example, by considering its origin, and that students understand why it is important to do so.		
Space management and school environment	Pupils are accessing inappropriate or extremist content online, using					Inclusion of the Prevent duty within ICT code of conduct. Ensure firewalls and online security measures are in place to ensure		
	and servers. Or, in the course of					that pupils cannot access extremist or inappropriate content.		

<p>undertaking legitimate research, pupils are exposed to extremist content or material online.</p>					<p>Where websites, such as YouTube, are permitted for the purpose of learning, but are used by pupils to access inappropriate material, staff are aware of how to respond to this, and how to report and extremist content encountered. Relevant staff undertake awareness training, so that they are aware of what extremist material looks like.</p>		
<p>Visitor policy does not effectively mitigate the risk of extremists attending or hosting events on school premises.</p>					<p>Development of robust visitors' policies to ensure that schools do not inadvertently host events or speakers supportive of or conducive to extremism. Included within policies could be a code of conduct to be agreed to by external speakers or visitors and/or requirement for visitors to agree that they subscribe to the values/ethos of the school.</p>		
<p>School's facilities are hired for use by individuals or groups who hold extremist views that are supportive of, or conducive to, terrorism.</p>					<p>Development of a robust venue hire policy which spans across different types of booking including private events and use of facilities by supplementary education providers and out of hours providers.</p>		

						Adequate measures are put in place to monitor the groups adherence to this policy		
	Ineffective oversight of prayer facilities.					Prayer facilities are equally available to students from all faiths. Establish rules around the use of such facilities, for example, they can only be used at certain times during the day. Processes in place to manage and minimise risks associated with prayer facilities.		