



Preventing Violent Extremism (PVE) Policy

This policy is part of our commitment to keeping children safe. Since the 'Education and Inspections Act 2006' schools have a duty to promote community cohesion. Over the last few years, global events have led to a growth of extremist viewpoints, including advocacy of violent extremism.

Schools have an important part to play in both educating children and young people about extremism and recognising when pupils start to become radicalised. Statutory duties placed on schools by the Counter Terrorism and Security Act (2015) means we must work to prevent children being drawn into extremism.

Safeguarding children from all risks of harm is an important part of this school's work and protecting them from extremism is one aspect of that.

At Harrow High School Academy we ensure that through our school vision, values, rules, diverse curriculum and teaching we promote tolerance and respect for all cultures, faiths and lifestyles. The governing body also ensures that this ethos is reflected and implemented effectively in school policy and practice and that there are effective risk assessments in place to safeguard and promote students' welfare.

We have a duty to prepare learners for life in modern Britain and to keep them safe.

Learners who attend our school have the right to learn in safety. We do not tolerate bullying of any kind and will challenge derogatory language and behaviour towards others.

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Prevent and Protecting Learners from Violent Extremism

1. Introduction

The school recognises that it has a duty of care towards its learners and that safe-guarding against extreme radicalisation that may leave them vulnerable to violent extremism is one of their duties.

This policy describes the activities that the School will undertake in order that learners attending the school are safeguarded against being influenced by those who hold violent and extreme views. Learners may become subject to radicalisation through a range of social, personal and environmental factors. Violent extremists exploit vulnerabilities in individuals to drive a wedge between them and their families and communities. As a staff we need to recognise those vulnerabilities just as we would recognise our duty to any child protection issue.

Definitions

Extremism is defined in the 2011 Prevent strategy as vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs. We also include in our definition of extremism calls for the death of members of our armed forces, whether in this country or overseas.

Radicalisation refers to the process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups.

British Values are democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs.

What is Prevent?

Prevent is an integral part of CONTEST, the Government's Counter Terrorism Strategy. 'It aims to stop people from becoming terrorists or supporting terrorism', supported by the following three objectives.

- Respond to ideological challenge of terrorism and the threat we face from those who promote it.
- Prevent people from being drawn into terrorism and ensure they are given appropriate advice and support.
- Work with a wide range of sectors and institutions (including education, faith, health and criminal) where there are risks of radicalisation which need to address.

Since 2010 the Office for Security and Counter Terrorism works to counter the threat of terrorism strategy, [CONTEST](#).

This strategy is based on three areas of work

- Pursue – To stop terrorist attacks
- Prevent – To stop people becoming terrorists or supporting terrorism
- Protect – To strengthen our protection against a terrorist attack

This policy aims to:

- Raise awareness amongst the school of the threat from violent extremist groups and the risks to young people.
- Provide information about what can cause violent extremism.
- Understand the positive contribution we can make to empowering young people to create communities that are more resilient to extremism as well as protecting the wellbeing of particular groups or learners 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.

And to make clear that

- Violent extremism is not a part of any faith
- There is no place in the school for extremists, including expression of extremist views, vocal or active, which are opposed to fundamental British values.
- We aim to protect all learners from harm and to ensure they are taught in a way that is consistent with the law and the British values of tolerance, democracy and liberty.
- Address both awareness of *Prevent* and the risks it is intended to.
- Enable learners to explore issues like terrorism and the use of violence in a considered and informed way.
- Facilitate understanding of wider issues within the context of learning about the values on which our society is founded and our system of democratic government.
- Make learners aware about extreme views and about those who hold them and why these are unacceptable.
- Create explicit value statements that are inclusive.

2. Roles and Responsibilities

Role of the Governing Body

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

The governing body has a nominated person who will liaise with the headteacher and other staff about issues to do with protecting children from radicalisation.

Role of the 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

Role of Designated Safeguarding Lead

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 and young people 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 governing body on these matters
- monitor staff conduct and where necessary, i.e. in extreme cases where it is felt that the staff member is a cause for concern, the school will contact the relevant authorities, (Social Services/Central Prevent Team) or local police for advice on the matter.
- ensure learners are not actively encouraged by teachers or visitors to the school to support extremist views of any form.

All staff

It is the role of all staff to:

- to understand the issues of radicalisation, are able to recognise the signs of vulnerability or radicalisation and know how to refer their concerns.
- ensure that they do not use teaching materials which may encourage intolerance guided by School guidelines and review of the curriculum and learner participation and by using and adapting the curriculum.

Internet Safety

The internet provides children and young people with access to a wide-range of content, some of which is harmful. Extremists use the internet, including social media, to share their messages. The filtering systems used in our school blocks inappropriate content, including extremist content.

We also filter out social media, such as Facebook. Searches and web addresses are monitored and the ICT technicians will alert senior staff where there are concerns and prevent further access when new sites that are unblocked are found.

Where staff, students or visitors find unblocked extremist content they must report it to a senior member of staff.

We are aware that children and young people have access to unfiltered internet when using their mobile phones and staff are alert to the need for vigilance when learners are using their phones.

The Acceptable Use of ICT Policy (AUP) refers to preventing radicalisation and related extremist content. Learners and staff are asked to sign the AUP annually to confirm they have understood what is acceptable.

Staff Training

Staff will be given training to help them understand the issues of radicalisation, are able to recognise the signs of vulnerability or radicalisation and know how to refer their concerns. This information also forms part of induction safeguarding training.

Staff will receive WRAP training from the Safer School's Officer

Safer Recruitment

We ensure that the staff we appoint to the school are suitable, our recruitment procedures are rigorous and we follow the statutory guidance published in part 3 of Keeping Children Safe in Education. Vetting and barring checks are undertaken on relevant people, including governors and volunteers.

Visitors

Visitors to the school are made aware of our safeguarding and child protection policies on arrival at the school and are given information about what to do if they are concerned about any aspect of child welfare.

Visitors who are invited to speak to pupils will be informed about our preventing extremism policy and relevant vetting checks are undertaken. We undertake due diligence to ensure that visiting speakers are appropriate. Speakers will be supervised at all times and will not be allowed to speak to children with a member of staff being present.

Staff must not invite speakers into school without first obtaining permission from the headteacher.

'No platform for extremists'

The school is vigilant to the possibility that out-of-hours hire of the school premises may be requested by people wishing to run an extremist event. The school does not accept bookings from individuals or organisations that are extremist in their views.

3. Overview

At Harrow High we aim to:

- Teach material which empathises the strengths, weaknesses and of democracy in contrast to other forms of government in other countries and how democracy works in Britain.
- Ensure that all learners within the school have a voice that is listened to. For example, by having democratic processes such as the school council whose members are voted for by the learners.
- Implement social and emotional aspects of learning.
- Develop critical personal thinking skills.
- Organise visits to local councils, Parliament and places of worship of other faiths, and encourage contacts with those of other faiths in political or local office;
- Use opportunities such as general or local elections to hold whole school mock elections whereby learners can learn how to argue and defend points of view.
- Use teaching resources from a wide variety of sources to help learners to understand a range of faiths, and beliefs such as atheism and humanism. Explore and promote diversity and shared values between communities.
- Focus support on those who are at risk or isolated.
- Work with local Prevent team to provide adequate awareness training for staff, learners and parents.

Below is a sample of activities **which among others can take place in the school monitored by subject leaders and SLT:**

1. Teach values of forgiveness, helpfulness, generosity, respect, humility and neighbourliness across the curriculum.
2. Engagement of other faith groups.

3. Teaching of British values through SMSC, school activities through school council.
4. Workshops in SMSC involving the local Prevent unit.
5. Projects including fund raising to instil culture of caring for others; feed the homeless; sponsor orphans; appreciation of other cultures;

If it is found during the above activities or any other activities that any learner or groups of learners agree with the radical narrative then special intervention programmes will be put into place. These will include 1 -1 mentoring and additional outside help to counter the radical and violent extremist narrative.

Indicators of Vulnerability include:-

Identity

- The learner is distanced from their cultural/religious heritage and experiences;
- Discomfort about their place in society
- A personal crisis
- Low self esteem
- Changed friendship groups
- Searching for answers to questions about identity and belonging.

Personal Circumstances

- Migration
- Local community tensions
- Events affecting the student's country or region of origin may contribute to a sense of grievance that is triggered by personal experience of racism or discrimination

Unmet aspirations

- The learner has perceptions of injustice
- A feeling of failure
- Poor resettlement or reintegration

Special Educational Needs

- Understanding of consequences of their actions
- Awareness of the motivation of others

More critical risk factors could include

- Being in contact with extremist recruiters
- Accessing violent extremist websites
- Possessing or accessing violent extremist literature
- Using extremist narratives
- Justifying use of violence to solve societal issues
- Joining or seeking to join extremist organisations
- Significant changes to behaviour and appearance
- Experiencing a high level of social isolation, resulting in issues of identity crisis and/or personal crisis

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

Referral Process

A referral is triggered if any of the above criteria are met or any of the examples given in PVE seem obvious in a learner.

Referral Process

1. Follow School protocol for child protection issues and report to Designated Safeguarding Lead. (Safeguarding Policy)
2. If help is needed beyond our scope – pass on to Harrow Prevent team, WRAP (decided by DH).
3. If the local team cannot help, Prevent National team intervene through the advice of the local team.

There will be a regular monitoring of the learner and where necessary, i.e in extreme cases where it is felt that the learner(s) is/are highly vulnerable:

The school will inform the Chair of the Safeguarding Committee or the Chair of the governing body and the parents.

The relevant authorities (central Prevent team, local police) may be contacted for advice/action should the need arise.

Any information needs to be given to police if you suspect any extremist behaviour it must be reported to child protection team.

The above is also applicable to staff

Other sources of advice and guidance

Statutory Duties

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 \(2015\)](#)
- [Prevent Duty Guidance \(2015\)](#)
- [Working Together to Safeguard Children \(2015\)](#)

Non-statutory Guidance

Delete either the first bullet point or the second, depending on your school status

- [Promoting fundamental British values as part of SMSC in schools: Departmental advice for maintained schools \(DfE 2014\)](#)

Other sources of Guidance

[Teaching Approaches that help to build resilience to extremism.](#)

[Protecting children from radicalisation: the prevent duty](#) (Guidance for schools and childcare providers on preventing children and young people from being drawn into terrorism.)