

Prevent Policy (counterterrorism and anti-radicalisation)

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About TalentEd

TalentEd is a registered charity, committed to delivering services which address the following objectives:

1. The advancement of education; and
2. The relief of those in need by reason of financial hardship or other disadvantage

We do this by supporting high ability students from low income backgrounds to help realise their full academic potential.

1. Overview

TalentEd is committed to working with all its partners and in particular it's schools to ensure a secure environment for students and vulnerable adults, where everyone can feel safe and are kept safe. Our staff and representatives recognise that a successful Prevent strategy only comes if everyone takes responsibility, irrespective of the role they undertake or whether their role has direct contact or responsibility for children and vulnerable adults or not.

This Preventing counterterrorism and anti-radicalisation policy is one element within our overall arrangements to Safeguard and Promote the welfare of all vulnerable adults and children in line with our duties set out at in the Education Act 2002.

Our Preventing counterterrorism and anti-radicalisation safeguarding policy also draws upon the guidance contained in the "DfE Guidance "Keeping Children Safe in Education, 2016"; and specifically, DCSF Resources "Learning Together to be Safe", "Prevent: Resources Guide", "Tackling Extremism in the UK" and Peter Clarke's Report of July 2014.

2. Policy Statement

When operating this policy TalentEd uses the following accepted Governmental definition of extremism which is:

'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; and/or calls for the death of members of our armed forces, whether in this country or overseas'.

There is no place for extremist views of any kind in our partner schools or charity offices, whether from internal sources, tutors, central staff, Trustees or external sources - school community, external agencies, students or individuals. Our students see our tutored sessions as a safe place where they can explore controversial issues safely and where our tutors encourage and facilitate this – we have a duty to ensure this happens.

As a charity we recognise that extremism and exposure to extremist materials and influences can lead to poor outcomes for children and so should be addressed as a safeguarding matter as set out in this policy. We also recognise that if we fail to challenge extremist views we are failing to protect our students.

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 young people. Education is a powerful weapon against this; equipping young people with the knowledge, skills and critical thinking, to challenge and debate in an informed way.

TalentEd

Expert teachers for **bright students**

Therefore, we will provide broad and balanced content, delivered by skilled professionals, so that our students are enriched, understands and become tolerant of difference and diversity to ensure that they thrive, feel valued and not marginalised.

Furthermore, we are aware that young people 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 students 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 students or staff will always be challenged and where appropriate dealt with in line with our Partner School Policy, our student and tutor Code of Conduct and Discipline Policy for all charity representatives.

As part of wider safeguarding responsibilities TalentEd representatives will be alert to:

- Disclosures by students 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 students have not actively sought these out.
- Graffiti symbols, writing or art work promoting extremist messages or images
- Students accessing extremist material online, including through social networking sites
- Parental reports of changes in behaviour, friendship or actions and requests for
- Assistance
- Students schools, local authority services, and police reports of issues affecting students in other schools or settings
- Students 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, colour or culture
- Attempts to impose extremist views or practices on others
- Anti-Western or Anti-British views

TalentEd representatives will closely follow any locally agreed procedure as set out by our partner schools.

3. Tutoring Approaches

We will all strive to eradicate the myths and assumptions that can lead to some young people and vulnerable adults becoming alienated and disempowered, especially where the narrow approaches some children and vulnerable adults may experience elsewhere can make it harder for them to challenge or question these

radical influences. TalentEd will achieve this through good tutoring and adopting the method outlined in the Government's guidance 'Teaching approaches that help build resilience to extremism among young people' DfE 2011.

We will ensure that our approach to tutoring helps our students build resilience to extremism and give students a positive sense of identity through the development of critical thinking skills.

We will ensure that our representatives are equipped to recognise 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. In doing so we will apply the 'key ingredients' for success following the three broad categories of:

- Making a connection with young people and vulnerable adults through good programme design, a pupil centred approach and open working environment.
- Facilitating a 'safe space' for dialogue, and
- Equipping our students and employees with the appropriate skills, knowledge, understanding and awareness for resilience.

Therefore, this approach will be embedded within the ethos of our charity so that students and employees know and understand what safe and acceptable behaviour is in the context of extremism and radicalisation.

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 achieve this by supporting:

- Citizenship programmes
- Open discussion and debate
- Work on anti-violence and a restorative approach addressed throughout curriculum
- Focussed educational and personal development programmes

We will help support students and adults who may be vulnerable to such influences as part of our wider safeguarding responsibilities and where we believe someone is being directly affected by extremist materials or influences we will ensure that that pupil is referred to the Partner School Safeguarding and Prevent Lead.

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 tutor and encourage students 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 students safe and prepare them for life in modern multicultural Britain and globally.

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

4. Whistle Blowing

Where there are concerns of extremism or radicalisation students, staff and our representatives will be encouraged to make use of our internal systems to Whistle Blow or raise any issue in confidence. Please refer to the Whistle Blowing Policy.

5. Safeguarding and Prevent Lead

Due to the size and nature of the charity, TalentEd combine the role and training of the safeguarding and prevent roles and responsibilities. This is intended to simplify and improve monitoring, reporting and control measures. Please refer to our Safeguarding Policy for the full procedural framework on our Safeguarding and Prevent Lead duties.

Staff will be alert to the fact that whilst extremism and radicalisation is broadly a safeguarding issue there may be some instances where a child, children or vulnerable adult may be at direct risk of harm or neglect. For example; this could be due to a someone displaying risky behaviours in terms of the activities they are involved in or the groups they are associated with or staff may be aware of information about a child's family that may equally place a child at risk of harm. (These examples are for illustration and are not definitive or exhaustive)

Therefore, all adults working for or representing the charity are required to report instances where they believe a child may be at risk of harm or neglect to the Designated Safeguarding Lead.

6. Role of the Designated Safeguarding and Prevent Lead (DSPL)

In line with Recommendation 2 of Peter Clarke's Report the charity combines the role of the Safeguard and Prevent lead. TalentEd's DSPL is Jessica Hall. Details of each Partner School's DSPL is available from their web site and school reception.

The DSPL works in line with the responsibilities as set out in the DfE Guidance 'Keeping Children Safe in Education'.

The DSPL and Partner School DSPL is the focus person for staff, and others, who may have concerns about an individual safety or well-being and is the first point of contact for external agencies.

7. Training

Appropriate training on Safeguarding will be organised for staff and trustees on commencement and refreshed regularly thereafter. This training will comply with the prevailing arrangements and will, in part, include training on extremism and radicalisation and its safeguarding implications.

As a minimum, this policy and staff training arrangements will be reviewed every two years in line with the governments guidelines.

8. Reporting protocols

All employees and Tutors will be made aware of the charity's policy and reporting procedures during their induction and at regular throughout their employment and engagement.

To simplify arrangements a flow diagram has been created (Appendix A) to show reporting protocols and responsibilities. These will be followed on any occasion an incident is identified.

The individual reporting the incident should complete a incident report (Appendix B), collecting any witness statements and records of the incident.

Records will be retained in accordance with statutory guidelines.

9. Recruitment

The arrangements for recruiting all staff, permanent and volunteers (including trustees), will follow guidance for safer recruitment best practice in education settings, including, but not limited to, ensuring that DBS checks are always made at the appropriate level, that references are received and checked and that we complete and maintain a single central record of such vetting checks.

We will apply safer recruitment best practice principles and sound employment practice in general and in doing so will deny opportunities for inappropriate recruitment or advancement.

We will be alert to the possibility that persons may seek to gain positions within our charity so as to unduly influence the charity's character and ethos. We are aware that such persons seek to limit the opportunities for our students thereby rendering them vulnerable to extremist views and radicalisation.

Therefore, by adhering to safer recruitment best practice techniques and by ensuring that there is an ongoing culture of vigilance within our tutor and staff team we will minimise the opportunities for extremist views to prevail.

10. Role of Trustees

The Trustees will undertake appropriate training to ensure that they are clear about their role and the parameters of their responsibilities as Trustees, including their statutory safeguarding and prevent duties.

Our Trustees will support the ethos and values of the charity and support the charity in tackling extremism and radicalisation.

In line with the provisions set out in the governments guidance, the Trustees will challenge the senior management team on the delivery of this policy and monitor its effectiveness.

Trustees will review this policy regularly and in accordance with any new legislation or guidance or in response to any quality assurance recommendations pertaining to the delivery of this policy and the overall Prevent and Safeguarding arrangements made.

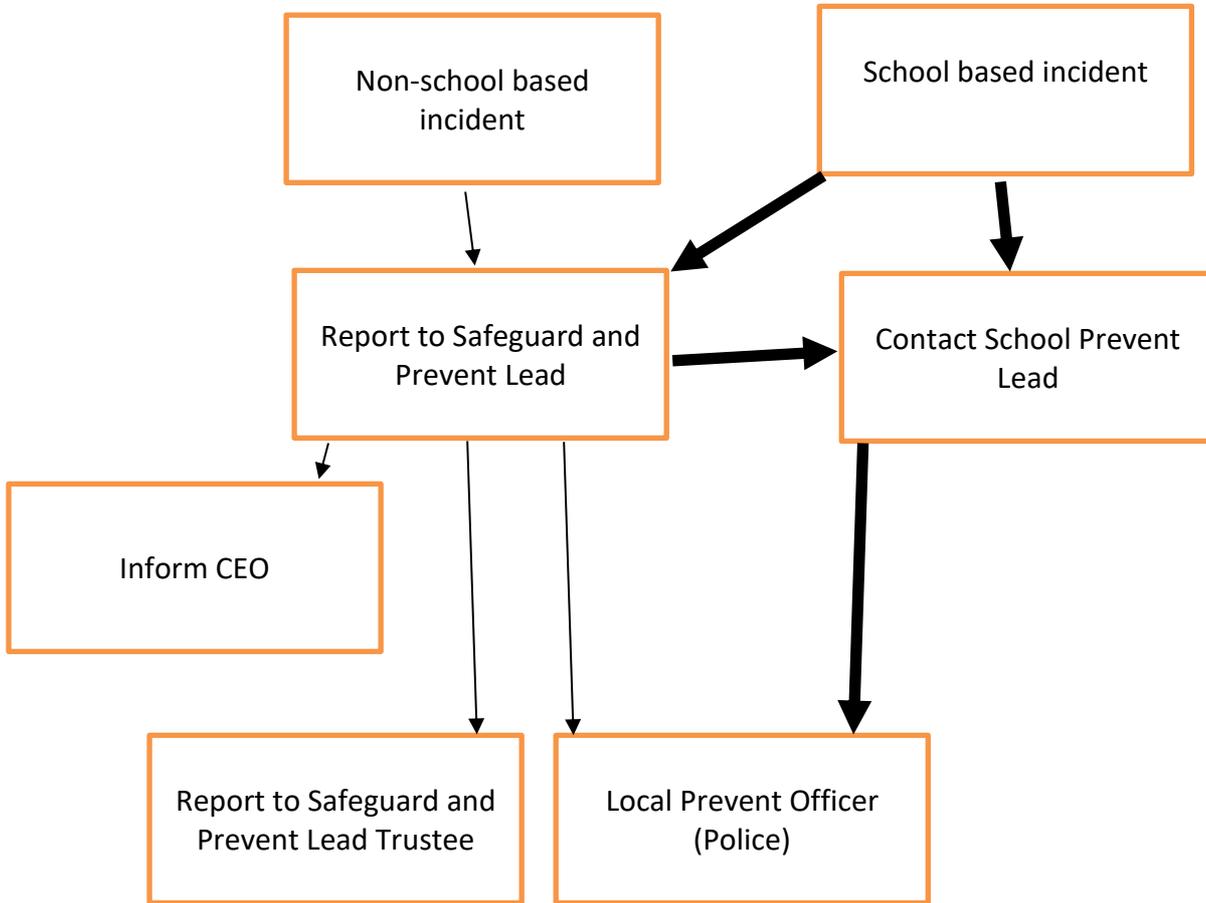
11. Confidentiality

TalentEd recognises that all matters relating to Child Protection and Prevent are confidential but that we have a professional responsibility to share information with other agencies in order to safeguard children, vulnerable adults and employees

- The Safeguarding and Prevent Lead will only disclose information to other staff on a “need to know” basis.
- All staff must be aware that they cannot promise a child or vulnerable person “to keep secrets”.
- Child and Vulnerable Adult Protection information must be sent through a secure electronic system or courier if required.
- Pupil Records must not be sent by post.

Appendix A

Prevent (Counterterrorism and anti-radicalisation) Policy Reporting protocols



Appendix B

Prevent (Counterterrorism and anti-radicalisation) Policy
Report

Name	School or location of incident reported
Date of incident	Time of incident
<p>Incident report (Use additional pages if required. Ensure any relevant photos or evidence properly referenced and stored safely,</p>	
<p>Name (date and time) of any persons to whom incident reported (e.g. school prevent lead</p>	<p>List of statements/evidence attached.</p> <ul style="list-style-type: none"> • - • - • - •
Date report completed:	<p>Name</p> <p>Signed</p>
<p>Actions taken (to be completed by TalentEd Safeguard Lead)</p> <p>Add sequential reference No:</p>	