



PREVENT Policy

(R.E.A.L. Education Ltd.)

(R.E.A.L. Independent Schools, Ilkeston)

(R.E.A.L. Independent Schools, Blidworth)

(R.E.A.L. Independent Schools, Hinckley)

(R.E.A.L. Independent Schools Mansfield (Previously RAPS))

Amended on 08.09.21

To be reviewed on 01.07.22

Amendments made on 08.09.21 - Amended DSL names, acknowledged the Revised Prevent Duty Guidance - April 2021, Reference to understanding the risks of radicalisation within our individual geographical areas, based on the risk based approach in section C of the government guidance.

Amendments made on 06.06.20 - DSL names changed

(NB This policy should be read alongside our Safeguarding & Protection of Young People in Our Care Policy which has a section on Preventing Radicalisation included within it.)

Amendments made on 06.06.2018 - Addition of training for radicalisation and agencies we will call for for support if Radicalisation/ extremism is suspected.



Original policy adopted and ratified on: 16.11.15

Purpose of this policy

To enable learners to become lifelong learners through developing respect, responsibility, resourcefulness, resilience and reflection and through this to tackle extremism and radicalisation.

R.E.A.L Education and its schools (known as R.E.A.L for the remainder of this policy) are proud to provide a creative curriculum led by the ethos of respect, resilience, responsibility, resourcefulness and reflection. We are an inclusive community and provide excellent pastoral and well being support to all our learners, and foster community links at every opportunity.

At R.E.A.L there is no place for extremist views of any kind. Our learners know that R.E.A.L is a safe place, and all adults who work for R.E.A.L have a duty of care to ensure that this happens.

The government definition of extremism in its 'Prevent Strategy' 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.'

At R.E.A.L we ensure that we understand the risk of radicalisation in our areas, knowing that each geographical area may have differing risks that change at any given time. In order to do this we will keep up to date with the different local authority Safeguarding Children Partnership procedures and guidance.

We recognise that exposure to extremism materials and influences can lead to poor outcomes and will be addressed as a safeguarding concern as set out in this document. We acknowledge that if we fail to challenge extremist views we are failing to protect our pupils, and tackling extremism comes under the remit of our Designated Safeguarding Leads.

Head of Safeguarding for R.E.A.L Education - Kay Carter



The Designated Safeguarding Lead for the schools is: Nikki Purcell (Head of schools)

Other qualified School Designated Safeguarding Leads:

Alison Wellings, Michelle Farr, Stacey Edwards, Chris Newman, Ellen Longmate, Nichola Goddard, Helen Wood, Nicky Ball, Richard Ball, Nicky Holland (Admin support)

All concerns raised by staff, learners, parents, carers or other professionals will be investigated according to Safeguarding protocols. Professional support will be gained from appropriate agencies, where we have a suspicion that radicalisation or extremism may be taking place or where there is a potential for it. The professionals we approach will depend upon the needs of the learner and the issues that have raised suspicion. They will include:

- Educational psychologists
- CAMHS referrals
- Targeted support
- MASH referrals
- Channel referrals

Education is a powerful tool against the ignorance, division and fear created by extremism. We will provide children with the knowledge, skills and critical thinking to challenge extremist ideas and work towards the three strategic objectives outlined in the 2011 Prevent strategy:

- 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
- work with sectors and institutions where there are risks of radicalisation that we need to address

Ethos and Practice

At R.E.A.L we provide a broad and balanced curriculum in the context of our values, so that our learners embrace difference and diversity and feel valued members of our



community.

We are aware that learners can be exposed to extremist influences or prejudiced views from early childhood through a variety of sources and media and that they may at times reflect or display views which may be discriminatory, prejudiced or extremist, or use offensive language.

Any discrimination, prejudice or extremist views, including offensive language, shown by learners, parents or employees will be dealt with in line with our Behaviour Policy and staff code of conduct and will always be addressed.

Teaching Approaches

Our teaching will support our ethos and ensure that learners do not feel alienated or disempowered.

We place high priority on spiritual, moral, social and cultural development, which we achieve through our quality delivery of:

- Personal, Social and Health Education and Relationships and Sex Education (RSE)
- Religious Education
- Celebrations of other faiths and cultures
- Values -led curriculum

We all instil a positive and strong self- identity and foster a sense of belonging. We also adhere to the main methods outlined in the governmental guidance 'Teaching Approaches that help build resilience to extremism among young people.' (DfE 2011):

- We make good connections with our learners through good teaching design and a person -centred approach
- We facilitate a safe place for discussion and dialogue
- We equip our learners with the skills, knowledge and understanding and awareness to develop resilience.

We value the rule of law and individual liberty, mutual respect and tolerance to those of other faiths, backgrounds and beliefs. We teach all our learners to respect each other and



tolerate differences.

Staff training

All staff will be trained to recognise the potential signs of radicalisation and will know what to do if they have a suspicion that a learner, member of staff, parent or carer has become radicalised or has extremist views.

Training will take place in the form of Educare units, completed during the probationary review period and also face-to-face training during our annual Safeguarding refreshers (where required), staff induction programmes and specialist Prevent training programmes delivered by outside agencies.

The role of the School Governing Body

The Governing Body of our schools will undertake appropriate training to ensure that they are clear about their role and the parameters of their responsibilities as Governors, including their statutory safeguarding duties. The Governing Body supports our ethos and values, and will support us in tackling any form of radicalisation or extremism.

Linked policies:

- Preventing and Tackling Bullying Policy
- Management of Behaviour policy
- Safeguarding policy
- Equality Policy
- Information and Communication Technology,
- E-- safety Policy
- Safer Recruitment Policy
- Whistleblowing Policy

This policy should be read in Conjunction with:

Working Together to Safeguard Children 2018

Keeping Children Safe in Education 2021

(For more information please read the 'Revised Prevent Duty Guidance for England and



Wales'- Revised in April 2021)