**Prevent Policy**

**Background**

This ‘Preventing Radicalisation Policy’ is part of our commitment to keeping children and young adults 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. 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.

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

**Ethos**

At The Iver Make-up Academy we ensure that through our academy’s vision, values, rules, diverse curriculum and teaching we promote tolerance and respect for all cultures, faiths and lifestyles. The directors and staff ensure that this ethos is reflected and implemented effectively in the academy’s policy and practice and that there are effective risk assessments in place to safeguard and promote students’ welfare.

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

**According to Ofsted, British values are:**

* democracy;
* the rule of law;
* individual liberty;
* mutual respect for and tolerance of those with different faiths and beliefs and for those without faith.

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

**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**

* Improving the spiritual, moral, social and cultural (SMSC) development of pupils: supplementary information (DfE 2014)

**Related** **Policies**

* Staff Code of Conduct
* Behaviour Policy
* Complaints procedure

**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 and for those without faith.

**Roles and Responsibilities**

**Role of the Leadership Team**

It is the role of the leadership team to ensure that the academy meets its statutory duties with regard to preventing radicalisation.

The leadership team has a nominated person who will liaise with the Principal and other staff about issues to do with protecting children from radicalisation.

**Role of the Principal**

It is the role of the principal to:

* ensure that the academy and its staff respond to preventing radicalisation on a day-to-day basis,
* ensure that the academy’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 leadership team 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.

**Curriculum**

We are committed to ensuring that our cohort are offered a broad and balanced curriculum that aims to prepare them for life in modern Britain. We encourage our pupils to be inquisitive learners who are open to new experiences and are tolerant of others.

The Iver Make-up Academy curriculum covers all aspects of history and culture in relation to make-up and hair. The curriculum covers soft skills including working with people from all different backgrounds and cultures and the importance of keeping a professional relationship at all times.

These values support the development of the whole individual as a reflective learner within a calm, caring, happy and purposeful atmosphere. Teaching the academy’s core values alongside the fundamental British Values supports quality teaching and learning, whilst making a positive contribution to the development of a fair, just and civil society.

**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.

All Students, staff and visitors need a password to log on and this will only be given to over 18 cohort. 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 pupils are using their phones.

Pupils and staff know how to report internet content that is inappropriate or of concern.

**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 are updated as necessary.

**Safer** **Recruitment**

We ensure that the staff we appoint to the academy are suitable. DBS checks are undertaken on staff and new recruits.

**Visitors**

Visitors to the academy are made aware of our safeguarding and child protection policies on arrival at the academy and are given information about what to do if they are concerned about any aspect of child and adult 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 pupils with a member of staff being present.

Staff must not invite speakers into the academy without first obtaining permission from the principal.

**‘No platform for extremists’**

The academy is not allowed to hire out the premises due to the security at our studios. This would not allow out-of-hours hire of the academy premises to be requested by people wishing to run an extremist event. The academy does not accept bookings from individuals or organisations that are extremist in their views.

**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

**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 of the academy
* 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**

Staff and visitors to the academy must refer all concerns about children and young people who show signs of vulnerability or radicalisation must be passed to the Designated Safeguarding Lead using the usual methods for reporting other safeguarding concerns.

When there are significant concerns about a pupil, the Designated Safeguarding Lead in liaison with the headteacher will make a referral to the appropriate body.

**Monitoring and Review**

This policy will be monitored by the governing body at least annually by receiving a report from the Designated Safeguarding Lead.

This is not a statutory policy and will be reviewed at an appropriate time not later than two years after ratification by the governing body.

Elizabeth Tagg- Wooster

Principal, The Iver Make-up Academy