



REDEEVERYWHERE

REDEFINING EDUCATION

Prevent Policy
January 2024



Contents

Page

1.	Introduction	3
2.	RedEverywhere Ethos and Practice	4
3.	Code of Conduct for Staff.	5
4.	Teaching Approaches	6
5.	Use of External Agencies and Speakers	8
6.	Whistle Blowing	9
7.	Safeguarding	9
8.	Role of the Designated Safeguarding Lead	9
9.	Training	10
10.	Recruitment	10
11.	Monitoring, Evaluation and Review	11

1. Introduction

1.1 RedEverywhere is committed to providing a secure environment for pupils where children feel safe and are kept safe. All adults in our Provision recognise that safeguarding is everyone's responsibility irrespective of the role they undertake or whether their role has direct contact or responsibility for children or not.

1.2 In adhering to this policy and procedures staff and visitors will contribute to our Provision's delivery of the outcomes to all children, as set out in s10 (2) of the Children Act 2004 (*i.e. The physical, mental health and emotional well-being of children; the protection of children from harm and neglect; the education, training, and recreation of children; the contribution made by them to society; and their social and economic well-being.*).

1.3 This Policy is one element within our overall Provision arrangements to Safeguard and Promote the Welfare of all Children in line with our statutory duties set out in s175 of the Education Act 2002.

1.4 The Policy also draws on:

- ***Guidance in the "London Child Protection Procedures"***
- ***DfE Guidance "Keeping Children Safe in Education, 2021"***
- ***DCSF Resources "Learning Together to be Safe", "Prevent: Resources Guide", "Tackling Extremism in the UK"***
- ***DfES's "Teaching Approaches that help Build Resilience to Extremism among Young People"***

2. Redeverywhere Ethos and Practice

2.1 When preparing this policy, we use the following accepted Government 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’.

2.2 The full Government Prevent Strategy can be viewed at:

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/97976/prevent-strategy-review.pdf

2.3 There is no place for extremist views of any kind in our Provision, whether from internal sources, pupils, staff, or governors. External sources; learning/school community, external agencies, or individuals.

2.4 Our pupils see RedEverywhere as a safe place where they can explore controversial issues safely and where our teachers encourage and facilitate this. We have a duty to ensure this happens.

2.5 As an Alternative Provision 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 concern as set out in this policy. We also recognise that if we fail to challenge extremist views, we are failing to protect our pupils.

2.6 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.

2.7 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.

2.8 We therefore will provide a broad and balanced curriculum, delivered by skilled professionals, so that our pupils are enriched, understand, and become tolerant of difference and diversity and to ensure that they thrive, feel valued and not marginalized. We are also aware that young people can be exposed to extremist influences or prejudiced views from an early age, which emanates from a variety of sources and media, including via the internet, and at times pupils may themselves reflect or displaying views that may be discriminatory, prejudiced or extremist, including using derogatory language.

2.9 Any prejudice, discrimination, or extremist views, including derogatory language, displayed by pupils or staff will always be challenged and where appropriate dealt with in line with our Behaviour Policy for pupils and the staff.

3. Code of Conduct for Staff.

3.1 Where misconduct by a teacher is proven, the matter will be referred to the Board of Directors for their consideration as to what action is warranted.

3.2 As part of wider safeguarding responsibilities staff will be alert to:

- Disclosures by pupils of their exposure to the extremist actions, views, or materials of others outside of Provision, such as in their homes or community groups, especially where pupils have not actively sought these out.
Graffiti symbols, writing or artwork promoting extremist messages or images.
- Pupils accessing extremist material online, including through social networking sites.
- Parental reports of changes in behaviour, friendship or actions and requests for assistance.
- Partner Provisions, local authority services, and police reports of issues affecting pupils in other Provisions or settings.
- Pupils voicing opinions apparently drawn from extremist ideologies and narratives.

- Use of extremist or 'hate' terms to exclude others or incite violence.
- Expressed intolerance of difference, whether secular or religious or, 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.

RedEverywhere will closely follow any locally agreed procedure as set out by the **Safeguarding Children Board** agreed processes and criteria for safeguarding individuals vulnerable to extremism and radicalisation.

4. Teaching Approaches

4.1 RedEverywhere, we will all strive to eradicate the cultural myths and assumptions that can lead to some young people becoming alienated and disempowered, especially where the narrow approaches that children may experience elsewhere may make it harder for them to challenge or question these radical influences. At RedEverywhere this will be achieved by good teaching, primarily via PSHE but also by adopting the methods outlined in the Government's guidance 'Teaching approaches that help build resilience to extremism among young people DfE 2011.

4.2 We will ensure that all our teaching approaches help our pupils build resilience to extremism and give pupils a positive sense of identity through the development of critical thinking skills. We will ensure that all our staff are equipped to recognize extremism and are skilled and confident enough to challenge it.

4.3 We will be flexible enough to adapt our teaching approaches, as appropriate, to address specific issues to remain relevant to the contemporary issues of extremism and radicalisation. In doing so we will apply the 'key ingredients' for success as set out in the table on page 15 of this document (see **Appendix A**) and we will apply the methodologies set out in this document following the three broad categories of:

- Making a connection with young people through good [teaching] design and a pupil centered approach.

- Facilitating a 'safe space' for dialogue, and
- Equipping our pupils with the appropriate skills, knowledge, understanding and awareness for resilience.

4.4 Therefore, this approach will be embedded within the ethos of our Provision so that pupils know and understand what safe and acceptable behaviour is in the context of extremism and radicalisation. This will work in conjunction with our Provision 's approach to the spiritual, moral, social, and cultural development of pupils as defined in Ofsted's Inspection Handbook and will include the effective use of time to help further promote the rounded development of our pupils. 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 using a curriculum that includes:

- Citizenship programmes.
- Open discussion and debate.
- Work on anti-violence and a restorative approach addressed throughout curriculum.
- Focused educational programmes.

4.5 We will also work with local partners, families, and communities in our efforts to ensure our Provision understands and embraces our local context and values in challenging extremist views and to assist in the broadening of our pupil's experiences and horizons. We will help support pupils who may be vulnerable to such influences as part of our wider safeguarding responsibilities and where we believe a pupil is being directly affected by extremist materials or influences, we will ensure that that pupil is offered mentoring. Additionally in such instances our Provision will seek external support from the Local Authority and/or local partnership structures working to prevent extremism.

4.6 At our Provision, we will promote the values of democracy, the rule of law, individual liberty and mutual respect and tolerance for those with different faiths and beliefs. We will teach and encourage pupils 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 pupils safe and prepare

them for life in modern multi-cultural Britain and globally.

5. Use of External Agencies and Speakers

5.1 We encourage the use of external agencies or speakers to enrich the experiences of our pupils; however, we will positively vet those external agencies, individuals, or speakers who we engage to provide such learning opportunities or experiences for our pupils.

5.2 Such vetting is to ensure that we do not unwittingly use agencies that contradict each other with their messages or that are inconsistent with, or are in complete opposition to, RedEverywhere values and ethos. We must be aware that in some instances the work of external agencies may not directly relate to the rest of the Provision's curriculum, so we need to ensure that this work is of benefit to all pupils.

5.3 Our Provision will therefore assess the suitability and effectiveness of input from external agencies or individuals to ensure that:

- Any messages communicated to pupils are consistent with the ethos and values at RedEverywhere and do not marginalise any communities, groups, or individuals.
- Any messages do not seek to glorify criminal activity or violent extremism or seek to radicalise pupils through extreme or narrow views of faith, religion or culture or other ideologies.
- Activities are properly embedded in the curriculum and clearly mapped to schemes of work to avoid contradictory messages or duplication.
- Activities are matched to the needs of pupils
- Activities are carefully evaluated by RedEverywhere to ensure that they are effective.

5.4 We recognise, however, that the ethos of our Provision is to encourage pupils to understand opposing views and ideologies, appropriate to their age,

understanding and abilities, and to be able to actively engage with them in informed debate, and we may use external agencies or speakers to facilitate and support this.

5.5 By delivering a broad and balanced curriculum, augmented using external sources where appropriate, we will strive to ensure our pupils recognise risk and build resilience to manage any such risk themselves where appropriate to their age and ability but also to help pupils develop the critical thinking skills needed to engage in informed debate.

6. Whistle Blowing

6.1 Where there are concerns of extremism or radicalisation, pupils and Staff will be encouraged to make use of our internal systems to Whistle Blow or raise any issue in confidence.

6.2 Please refer to **RedEverywhere** Whistle Blowing Policy for more information.

7. Safeguarding

7.1 Please refer to **RedEverywhere** Child Protection & Safeguarding Policy for the full procedural framework on our Child Protection duties.

7.2 Staff at our Provision will be alert to the fact that, whilst Extremism and Radicalisation is broadly safeguarding issue, there may be some instances where a child or children may be at direct risk of harm or neglect. For example, this could be due to a child 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 at our Provision (including visiting staff, volunteers, and contractors) are required to report instances where they believe a child may be at risk of harm or neglect to the Designated Safeguarding Lead.

8. Role of the Designated Safeguarding Lead

8.1 Designated Safeguarding Lead (DSL) for RedEverywhere:

Angela Cousin

Deputy Designated Safeguarding Lead (DDSL): Marcus Isman-Egal

8.2 The DSL works in line with the responsibilities as set out at Annex B of the DfE (Department for Education) Guidance 'Keeping Children Safe in Education'.

9. Training

9.1 RedEverywhere in-service training on Safeguarding & Child Protection will be organised for staff and governors at least every three years and will comply with the prevailing arrangements agreed by the Local Authority and the Safeguarding Children Board and will, in part, include training on extremism and radicalisation and its safeguarding implications.

9.2 The DSL will attend training courses as necessary and the appropriate inter-agency training organised by the Safeguarding Children Board at least every two years, again this will include training on extremism and radicalisation and its safeguarding implications.

10. Recruitment

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

10.2 We will apply safer recruitment best practice principles and sound employment practices 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 Provision to unduly influence our Provision's character and ethos. We are aware that such persons may seek to limit the opportunities for our pupils thereby rendering them vulnerable to extremist views and radicalisation as a consequence.

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

11. Monitoring, Evaluation and Review

11.1 RedEverywhere will review on a regular basis and ensure that the policy is refreshed at least every three years and whenever there is a change in legislation or guidance. We will assess its implementation and effectiveness. The policy will be promoted and implemented throughout the RedEverywhere Group.

Next Review Date: 1st January 2025



RED

EVERYWHERE

hello@redeverywhere.co.uk
www.redeverywhere.co.uk

