

**Peponi House
Preparatory School
Nairobi, Kenya**



The Prevent Policy

Introduction

Work to support schools on safeguarding is being led by the Headmaster who is consulting and working with other Kenyan Independent International Schools to work on the best way to integrate issues of international concerns including Child Sexual Exploitation, Female Genital Mutilation and Radicalisation into school safeguarding policies.

There is a very high level of international interest in extremism and radicalisation and as a staff at Peponi House we are very aware of this. We will keep abreast of changes to legislation and its implications for schools.

All teaching staff at Peponi House have taken the on line Educare training entitled “The Prevent Duty”.

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

In adhering to this policy and guidelines, staff and visitors will contribute to our school's delivery of the outcomes to all children. This Prevent Policy is one element within our overall school arrangements to safeguard and promote the welfare of all children at Peponi House.

School Ethos and Practice

When operating this policy we use the following definition of extremism which is:

‘Vocal or active opposition to fundamental 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 armed forces, whether in this country or overseas’.

There is no place for extremist views of any kind in our school, whether from internal sources (pupils, staff or directors) or external sources (school community, external agencies or individuals).

Our pupils see Peponi House 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. As a school 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.

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. 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 also to ensure that they thrive, feel valued and are not marginalised. We are also 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 pupils 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 pupils or staff will always be challenged and where appropriate dealt with.

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

- Disclosures by pupils of their exposure to the extremist actions, views or materials of others outside school, such as in their homes or community groups, especially where pupils have not actively sought these out
- Graffiti symbols, writing or art work 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 schools' and other reports of issues affecting pupils in other schools or settings
- Pupils 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-Kenyan, Anti-Western or Anti-British views

Teaching Approaches

We will all strive to eradicate the myths and assumptions that can lead to some young people becoming alienated and disempowered. In our school this will be achieved by good teaching, primarily via PSHE and form teacher time.

We will endeavour to ensure that 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 do our best to ensure that all of our staff 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, and to become even more relevant to the current issues of extremism and radicalisation.

Therefore this approach will be embedded within the ethos of our school 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 school's approach to a broad and balanced PSHE Scheme.

Our goal is to build mutual respect and understanding and to promote the use of dialogue not violence as a form of conflict resolution.

Through the use of guest speakers to children in Year 8 and within the RS curriculum time we can attempt to find appropriate individuals who can ensure our children understand and embrace our local context and values in challenging extremist views and to assist in the broadening of our pupils' experiences and horizons.

We will help to 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 tackle each case individually in conjunction with the Headmaster and Deputy.

Values

At our school 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 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 society.

Whistle Blowing

Where there are concerns of extremism or radicalisation pupils and staff will be encouraged to pass on any concerns to the Headmaster, the Deputy Head Pastoral or the School Counsellor.

Child Protection

Please refer to our Child Protection Policy for the further details. Staff at our school will be alert to the fact that whilst Extremism and Radicalisation is broadly a safeguarding issue there may be some instances where a child or children may be at direct risk of harm or neglect. This could be due to a children's group they are associated with outside school. Staff may be aware of information about a child's family that may equally place a child at risk of harm. Therefore all adults working at our school (including visiting staff, volunteers, contractors, and students on placement) are required to report instances where they believe a child may be at risk of harm or neglect to the Headmaster, the Deputy Head Pastoral or the School Counsellor.

[November 2017] This Prevent Policy is very much a working document and is very closely interlinked with the school child protection policy. As and when new resources appear, if they are deemed relevant to the contextual setting that we are in here in Kenya and at Peponi House, and then we will look to incorporate them. We would envisage that these would mainly be resources on teaching styles on how to deal with children's misconceptions.