



## Prevent Policy

<b>Reviewed by:</b>	Henrietta Jordan, Schools Director
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## **Ethos**

The school is committed to providing a secure environment for all our learners and staff. We promote the values of democracy, the rule of law, individual liberty, mutual respect, and tolerance for those with different faiths and beliefs. We teach and encourage learners to respect one another and to respect and tolerate difference, especially those of a different faith or no faith. It is our most fundamental responsibility to keep our learners safe and prepare them for life in modern Britain and globally.

We recognise that, as in all schools, there is a risk that learners could be drawn into extremism and radicalisation. Since 2010, when the Government published the Prevent Strategy, there has been an awareness of the specific need to safeguard learners and families from violent extremism. There have been several occasions both regionally and nationally in which extremist groups have attempted to radicalise vulnerable learners to hold extreme views including views justifying political, religious, sexist, or prejudice-based violence, or to steer them into a rigid and narrow ideology that is intolerant of diversity and leaves them vulnerable to future radicalisation.

The school values freedom of speech and the expression of beliefs and ideology as fundamental rights underpinning our society's values. Both learners and teachers have the right to speak freely and voice their opinions. Freedom, however, comes with responsibility and free speech that is designed to manipulate those vulnerable or that leads to violence and harm of others goes against the values of our school, which include equality, human rights, community safety and community cohesion.

The school is clear that extremism and radicalisation should be viewed as a safeguarding concern. We welcome our duty to have "due regard to the need to prevent people from being drawn into terrorism." This duty is known as the Prevent Duty.

There is no place for extremist views of any kind in our school, whether from internal sources – learners, staff or governors, or external sources - external agencies or individuals.

It is imperative for our learners that school is a safe place where they can discuss and explore controversial issues safely and in an unbiased way, and where our teachers encourage and facilitate this. We are mindful of our legal duties on impartiality and take a reasonable and proportionate approach. Please also refer to our Nonpartisan Policy.

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.

## **Statement of Intent**

Protecting learners from the risk of radicalisation is part of the school's wider safeguarding duties.

The school has created this policy to ensure that all staff are alert to changes in learners' behaviour which could indicate that they may need help or protection, as well as to actively assess the risk of learners being drawn into terrorism.

The school expects all staff to use their professional judgement to identify learners who may be at risk of radicalisation and act accordingly, alongside the Local Children's Safeguarding Board (LCSB) if necessary.

### **Legal Framework**

This policy has due regard to the following guidance, including, but not limited to:

- Prevent Duty Guidance: England and Wales (2023)
- Channel and Prevent Multi-Agency Panel (PMAP) guidance
- Counter-Terrorism Strategy (CONTEST)

This policy will be followed in conjunction with other school policies, including, but not limited to:

1. Safeguarding and Child Protection Policy
2. Online Safety Policy
3. British Values Policy

### **Definitions**

For the purpose of this policy, "**radicalisation**" is understood to be a process by which an individual or group comes to adopt increasingly extreme political, social, or religious ideals and aspirations that reject or undermine the status quo or reject and/or undermine contemporary ideas and expressions of freedom of choice.

For the purpose of this policy, "**extremism**" is understood to be holding extreme political or religious views, fanaticism. It is the promotion or advancement of an ideology based on violence, hatred, or intolerance, that aims to:

1. Negate or destroy the fundamental rights and freedoms of others; or
2. Undermine, overturn or replace the UK's system of liberal parliamentary democracy and democratic rights; or
3. Intentionally create a permissive environment for others to achieve the results in 1 or 2.

### **Designated Safeguarding and Prevent Lead**

The school's designated safeguarding lead will act as the Prevent Lead for the school. The directors will support and enable Prevent Leads to be provided with more in-depth training, including on extremist and terrorist ideologies. A termly safeguarding audit, including an annual Prevent Risk Assessment, will be undertaken.

### **Risk Indicators**

The school will regularly assess the risk of learners being drawn into terrorism and extremist activities. This involves having a clear understanding of the risks that can affect learners in our area and a specific understanding of how to identify learners who are at risk.

#### ***Indicators of an identity crisis:***

4. Family tensions
5. A sense of isolation
6. Low self-esteem
7. Disassociation from existing friendship groups
8. Loss of interest in activities which they previously engaged with
9. Searching for answers to questions about identity, faith and belonging

**Indicators of a personal crisis:**

10. Family tensions
11. A sense of isolation
12. Low self-esteem
13. Disassociation from existing friendship groups
14. Loss of interest in activities which they previously engaged with
15. Searching for answers to questions about identity, faith and belonging

**Indicators of vulnerability through personal crisis:**

16. Migration
17. Local community tensions
18. Events affecting their country or region of origin
19. Alienation from British values
20. A sense of grievance triggered by personal experience of racism or discrimination.

**Indicators of vulnerability through unmet aspirations:**

21. Perceptions of injustice
22. Feelings of failure
23. Rejection of civic life

**Other indicators:**

24. Using derogatory language about a particular group
25. Inappropriate forms of address
26. Possession of prejudice related material
27. Property damage
28. Refusal to cooperate with teachers'/adults' requests
29. Condoning or supporting engagement with extremist ideologies or groups

**Making a Judgement**

When making a judgement, staff should ask themselves the following questions:

30. Does the learner have access to extremist influences?
31. Does the learner access the internet for purposes of extremist activities, e.g., using closed network groups, accessing, or distributing extremist material, contacting covertly using Zoom or Skype, etc.?
32. Is there a reason to believe that the learner has been, or is likely to be, involved with extremist organisations?
33. Is the learner known to possess or actively seek extremist literature/other media likely to incite racial or religious hatred?
34. Does the learner sympathise with or support illegal/illicit groups?
35. Does the learner support group with links to extremist activity?
36. Has the learner encountered peer, social, family or faith group rejection?
37. Is there evidence of extremist ideological, political, or religious influences on the learner?
38. Have international events in areas of conflict and civil unrest had a noticeable impact on the learner?
39. Has there been a significant shift in the learner's outward appearance that suggests a new social, political, or religious influence?
40. Has the learner come into conflict with family over religious beliefs, lifestyle, or dress choices?
41. Does the learner vocally support terrorist attacks, either verbally or in their written work?

42. Has the learner witnessed or been the victim of racial or religious hate crime?
43. Is there a pattern of regular or extended travel within the UK?
44. Has the learner travelled for extended periods of time to international locations?
45. Does the learner have experience of poverty, disadvantage, discrimination, or social exclusion?
46. Does the learner display a lack of affinity or understanding for others?
47. Is the learner the victim of social isolation?
48. Does the learner demonstrate a simplistic or flawed understanding of religion or politics?
49. Is the learner a foreign national, refugee or awaiting a decision on their family's immigration status?
50. Does the learner have insecure, conflicted, or absent family relationships?
51. Has the learner experienced any trauma in their lives, particularly trauma associated with war or sectarian conflict?
52. Is there evidence a significant adult or other person in the learner's life has extremist views or sympathies?

**Critical indicators include where the learner is:**

53. In contact with extremist recruiters
54. Articulating support for extremist causes or leaders
55. Accessing extremist websites
56. Possessing extremist literature
57. Using extremist narratives and a global ideology to explain personal disadvantage
58. Justifying the use of violence to solve societal issues
59. Joining extremist organisations
60. Making significant changes to their appearance and/or behaviour

**Referrals**

We are committed to protecting our learners from radicalisation through a process of early intervention.

All staff are encouraged to raise any concerns they might have about a learner with the designated safeguarding and prevent duty leads. The DSL will assess the situation and decide whether further action is required. If so, they will then discuss any concerns with the principal and decide the best course of action regarding a referral to external agencies.

Any decisions made will be made on a case-by-case basis and staff must be made aware that if they disagree with a decision not to refer, they are entitled to make a referral themselves where they harbour genuine concerns that a learner is at risk.

If appropriate, the designated safeguarding lead will refer the learner to the Channel programme for early intervention. The school recognises that effective engagement with parents is important when identifying signs of radicalisation. The school will make every effort to assist families who raise concerns and direct them to appropriate support mechanisms.

**Staff Training**

The designated safeguarding lead will undertake Prevent awareness training on an annual basis, to be able to provide advice and support to other staff on how to protect learners against the risk of radicalisation.

The designated safeguarding and Prevent lead will hold training sessions (at least annually) with all members of staff to ensure they are aware of the risk indicators and their duties regarding preventing radicalisation. This will also be raised with new members of staff as part of their induction process and is referred to in our Staff Handbook. The designated safeguarding and Prevent lead will be provided with more in-depth training every year.

### **Channel**

Channel is a programme which focuses on providing support at an early stage to people who are identified as being vulnerable to being drawn into terrorism. It provides a mechanism for schools to make referrals if they are concerned that an individual might be vulnerable to radicalisation. Whilst any member of staff could make a referral to the Channel panel this would be done via our designated safeguarding lead in consultation with the school principal.

### **Preventing Radicalisation Through Learning**

We provide a broad and balanced curriculum, delivered by skilled professionals, so that our learners are enriched, understand, and become tolerant of difference and diversity and to ensure that they thrive, feel valued and are encouraged to question and understand the wider world in which we live.

61. Our PSHE and RSE curriculum includes topics on Friendships and Bullying, Being a Citizen, Fair Trade, Crimes and Gangs, Social Skills, Racism, Prejudice and Discrimination, Voting and Parliament and Human Rights.
62. In Science learners discuss moral and social issues related to scientific ideas e.g., evolution, cloning and genetic engineering.
63. History broadens the horizons of our learners and encourages learners to develop a global view of issues such as population and medicine.
64. Through our careers programme in Key Stage 4 we encourage learners to widen their outlook regarding post-16 opportunities and develop an aspirational mindset such that they will be prepared to make a worthwhile contribution to the wider society.
65. English promotes discussion and debate and use source materials from a variety of cultures and perspectives.
66. In computing online safety is a feature of the curriculum for every year group and the dangers of online radicalisation are addressed specifically within this.
67. In art learners explore artistic themes from a variety of cultures.
68. Our PE curriculum develops teambuilding skills and promotes interaction in a less structured environment.
69. Our enrichment sessions help develop teamwork skills and through the volunteering aspect encourages learners to think about themselves as members of a wider community.

### **Extra-Curricular Activities**

Beyond the classroom learners also engage in a wide range of activities that build confidence and resilience and broaden their horizons. Examples that are particularly relevant to building British Values are:

70. Mock General Election
71. School Council
72. Recognition and 'celebration' of national events e.g., Remembrance Day
73. Residential experiences
74. Visits e.g., local church, mosque

- 75. Learner leadership opportunities
- 76. Theme days e.g., annual Internet Safety Day
- 77. Fundraising e.g., Children in Need

### **Online Safety**

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. Online safety is an important part of the work that we do as a school.

The school has suitable filtering in place to ensure that learners are safe from terrorist and extremist material when accessing the school's internet. More generally, we have a significant role to play in equipping learners to stay safe online, both in school and outside. Internet safety is integral to our computing subjects and is reinforced across the curriculum.

***Refer to our Online Safety policy.***

### **Visitors to School**

We recognise and value the contribution that visiting individuals and groups can make to enriching and extending learning. Visitors and speakers coming into the school will be vetted prior to them having access to learners, and all materials handed out to learners will be checked by staff.

### **Sources of Further Information**

The Department for Education has set up a counter extremism help line within the 'Due Diligence and Counter Extremism Group' so that people can raise extremism concerns directly with them. They are operating the help line on a trial basis initially. This help line is for issues that may appear to be of concern in relation to potential extremism. It is not for emergency situations, such as a learner at immediate risk or a security incident. In these situations, normal safeguarding procedures should be followed (contacting the police, local authority, or the Anti-Terrorist Hotline).

The DDCEG help line telephone number is: 020 7340 7264. The DDCEG also have a dedicated email mailbox. The address is: [counter.extremism@education.gsi.gov.uk](mailto:counter.extremism@education.gsi.gov.uk)

Channel E-Learning Package:

<https://www.educateagainsthate.com/resources/channel-awareness-e-learning/>

Keeping Children Safe in Education, 2024.