Prevent Policy

Preventing the radicalisation of young people

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Introduction

This policy is written in line with advice from the Department for Education. The Prevent Duty is the expectations contained within the Counter-Terrorism and Security Act 2015 for specified authorities, in the exercise of their functions, to have due regard to the need to prevent people from being drawn into terrorism.

Schools have a large part to play in this and to ensure that all pupils are protected and prevented from being radicalised. Certain extremist groups do attempt to radicalise young people to have them hold extreme views, such as justifying political, religious, sexist or racist violence, or to steer them into a rigid and narrow ideology that is intolerant of diversity and leaves them vulnerable to future radicalisation.

Our academy is committed to providing a safe environment for all our pupils and as such we ensure that all our safeguarding procedures and practices are of the highest quality. Protecting pupils from the risk of radicalisation falls within our safeguarding procedures and as such is linked with the practices from many of our policies including our Safeguarding & Child Protection Policy.

Our academy has zero tolerance for any extremist opinions and behaviours from any of our community members which in any way may discriminate against others. It is important to note that we encourage healthy debate about many issues but always through an understanding and respect for the opinion of others and as long as they do not fall within those of extremist views as defined in the next section of this policy.

This policy draws on the advice and guidance of a variety of sources, including; the revised Prevent Duty Guidelines (2019), Prevent Duty for schools, Channel Duty Guidance, Channel Vulnerability Framework, Promoting British values as part of SMSC in schools, and Pacey (Professional Association for Childcare and Early Years).

Definitions

Extremism – (in this context) either 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. Also included is the call for deaths of armed forces, whether in this country or overseas.

Radicalisation – the process of causing someone to become a supporter of terrorism or forms of extremism that leads to terrorism.

Terrorism – an action that endangers or causes serious violence or damage to people or property, or seriously interferes with, or disrupts, an electronic system. The action must be intended to influence the government or to intimidate the public and is made for the purpose of advancing a political, religious or ideological cause.

Legislation and Guidance

The Prevent Duty guidance, revised by the Government in 2015, is part of the Government's overall counter-terrorism strategy. The aim of the Prevent strategy is to reduce the threat to the UK from terrorism by stopping people becoming terrorists or supporting terrorism, simply expressed as the need to "prevent people from being drawn into terrorism".

The Prevent strategy has three specific strategic objectives:
- 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.

The Counter Terrorism and Security Act of 2015 placed 'Prevent' on a statutory footing and schools and colleges have been given guidelines on implementing the Prevent Duty for Schools. In addition, responsibility was placed on Local Authorities to carry out the following, which is a key component of the work of Channel (see Reporting Concerns section of this document):
- Work in partnership with other agencies, including schools, to assess the risk of individuals being drawn into terrorism.
- Ensure from this risk assessment, an action plan is produced.
- Train staff appropriately to deal with these matters.

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. The programme uses a multi-agency approach to protect vulnerable people by:
- identifying individuals at risk;
- assessing the nature and extent of that risk; and
- developing the most appropriate support plan for the individuals concerned.

Each local authority is responsible for having Channel as one of their services to which anyone can make a referral including family members, and a wide range of services. Each referral is screened for suitability undertaken by the local authority and if deemed appropriate, further action will occur including communication and consent with the individual to initiate a Panel. The Panel will then decide what, if any, support is needed to protect the individual. Each LA will have their own systems and forms for referrals.

Prevent Duty for Schools

The statutory guidance on the Prevent duty summarises the requirements on schools in terms of four general themes: risk assessment, working in partnership, staff training and IT policies.

Risk Assessment

Schools are expected to assess the risk of children being drawn into terrorism, including support for extremist ideas that are part of terrorist ideology. This means being able to demonstrate both a general understanding of the risks affecting children and young people in the area and a specific understanding of how to identify individual children who may be at risk of radicalisation and what to do to support them. When a member of staff has concerns about a pupil who may be at risk of radicalisation, (details in section entitled, 'Identifying young people who may be at risk of radicalisation') the normal safeguarding procedures of reporting are implemented and a risk assessment is conducted to determine the level of risk a pupil may be at and subsequent actions to be taken.

These actions may be anything from monitoring the pupil further, to a referral to Channel due to serious concerns about radicalisation. Our academy risk assessment is at the end of this document in Annex A.

Working in Partnership

The Prevent duty builds on existing local partnership arrangements. Multi-agency Safeguarding Partnerships which replaced Local Safeguarding Children Boards, are responsible for co-ordinating what is done by local agencies for the purposes of safeguarding and promoting the welfare of children in their local area. As such we, as an academy, ensure our lines of communication with the LA are effective. Other partners, in particular the police and also civil society organisations, are also able to provide advice and support to schools on implementing the duty.

Effective engagement with parents / the family is also important as they are in a key position to spot signs of radicalisation. It is important to assist and advise families who raise concerns and be able to point them to the right support mechanisms.

Staff Training

All staff at our academy receive regular safeguarding training including at induction. This includes information and guidance about our role in protecting our pupils from the risk of radicalisation. Our Designated Safeguarding Lead receives further training to ensure that we have staff who can advise and support colleagues within the school as well as parents/carers.

An online general awareness training module on Channel is available. The module is suitable for school staff and other front-line workers. It provides an introduction to the topics covered by this advice, including how to identify factors that can make people

All our staff have access to online resources and training modules on as part of The Shaw Education Trust (Flick Learning) and in addition other training/resources are available, such as; Introduction to Prevent, Prevent Referrals, Channel awareness and the Home Office has developed a core training product to assist professionals named WRAP (Workshop to Raise Awareness of Prevent).

IT Policies

Our academy ensures that suitable monitoring and filtering procedures of our network and IT systems are in place to ensure our pupils are not able to access and are safe from terrorist and extremist material when accessing the internet in schools.

We have a comprehensive Online Safety Policy (E-Safety) which outlines the measures we take to educate and equip our pupils with the skills and knowledge of keeping safe online. In addition, our curriculum includes taught aspects in a variety of subjects and methods, on how to be safe and build resilience against any vulnerabilities towards possible radicalisation. General advice is taken from a range of sources including Safer Internet use.

Identifying pupils who may be at risk of radicalisation

There is no single way of identifying an individual who is likely to be susceptible to a terrorist ideology. As with managing other safeguarding risks, staff should be alert to changes in a pupil's behaviour which could indicate that they may be in need of help or protection. Pupils at risk of radicalisation may display different signs or seek to hide their views. School staff should use their professional judgement in identifying pupils who might be at risk of radicalisation and act proportionately.

Even very young pupils may be vulnerable to radicalisation by others, whether in the family or outside, and display concerning behaviour. The Prevent duty does not require teachers or childcare providers to carry out unnecessary intrusion into family life but as with any other safeguarding risk, they must take action when they observe behaviour of concern.

The Channel Vulnerability Assessment Framework indicates some possible signs but emphasises that it should not be assumed that the characteristics necessarily indicate that a person is either committed to terrorism or may become a terrorist. It highlights three 'dimensions': ***engagement, intent*** and ***capability***, which are considered separately. However, it must be noted that a pupil could be engaged with an extremist group but have neither the intent of capability to act. Likewise, a pupil may have the engagement with a group, an intent but possibly not have the capability to act.

Staff are always vigilant to any sign that may concern them about a child. Possible signs of radicalisation are below but not exclusive only to this:

Pupils exhibiting behaviour display;

- Being secretive about online behaviour
- A change of appearance and/or abnormal routines
- Feelings of grievance and injustice of feeling under threat
- A need for identity, meaning and belonging
- A desire for status, excitement and adventure
- A need to dominate and control others
- A relevant mental health issues

- Over-identification with a group or ideology
- 'Them and Us' thinking
- Questioning faith or identity
- Losing interest in things they used to enjoy
- Disclosures of their exposure to the extremist actions, views or materials of others outside of school, such as in their homes or community groups, especially where students have not actively sought these out.

In addition, staff may notice or be aware of:

- Family or friends of the pupil having involvement in extremism
- 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
- Local schools, Local Authority services, and police reports of issues affecting pupils in other schools or settings

Building Resilience against possible radicalisation

We can build pupils' resilience to radicalisation by providing a safe environment for debating controversial issues and helping them to understand how they can influence and participate in decision-making. We already promote the spiritual, moral, social and cultural development of pupils and, within this, fundamental British values. Promoting British values as part of SMSC in schools.

Personal, Social and Health Education (PSHE) is used to provide pupils with time to explore sensitive or controversial issues, and equipping them with the knowledge and skills to understand and manage difficult situations. The subject is used to teach pupils to recognise and manage risk, make safer choices, and recognise when pressure from others threatens their personal safety and wellbeing. They can also develop effective ways of resisting pressures, including knowing when, where and how to get help. Schools can encourage pupils to develop positive character traits through PSHE, such as resilience, determination, self-esteem, and confidence.

For early years, the statutory framework for the Early Years Foundation Stage Framework sets standards for learning, development and care for children from 0-5, thereby assisting their personal, social and emotional development and understanding of the world. In addition, various guidelines/resources are available for the promotion of British values in early years: Action for Children, Pacey (Professional Association for Childcare and Early years),

Reporting concerns

If a member of staff has a concern about a particular pupil, they will follow our normal safeguarding procedures, which initially is communication with our Designated Safeguarding Lead (DSL). Individual staff are able to, if appropriate, go directly to social services and the police (dial 101 non-emergency number), but the likely action would be that the DSL would assess the information and risk and, if deemed appropriate, take appropriate action. Action may range from continued monitoring, communicating with relevant staff, family and even the pupil, and/or communicating with

the police and instigating a referral to Channel. The assessment of the risk will to an extent dictate the actions and consultation between senior staff and DSL will occur.

If a referral is made to the police, the appropriate local procedure will be followed in terms of referral forms and subsequent communications which will then go forward to the Channel Panel.

All of this information will be recorded on the academy's safeguarding recording system, e.g. My Concern/CPOMS.

In addition, the Department for Education has dedicated a telephone helpline (020 7340 7264) to enable staff and governors to raise concerns relating to extremism directly. Concerns can also be raised by email to counter.extremism@education.gsi.gov.uk.

Annex A: Risk Assessment

Prevent Duty- Risk Assessment (Written with reference to The Prevent Duty Guidance; duty in the Counter Terrorism and Security Act 2015 to have due regard to the need to prevent people being drawn into terrorism.)			
Potential Hazard	**Who may be at risk?**	**Existing precautions to minimise risk**	**Risk Rating following implementation of precaution**
Pupils being drawn into terrorism	All pupils may be at risk but specifically those pupils who may in anyway be 'vulnerable' including those exhibiting signs stated within the academy's Prevent Policy. Those who: • Find it difficult to make friends • May have an SEN that means it is difficult to interact with other people • May be vulnerable due to family circumstances	• Safer Recruitment procedures are followed including appropriate DBS checks • Preventing radicalisation as a separate SG policy and reviewed periodically • Acceptable ICT use policy for adults, pupils and parents • All academy staff undergo Prevent training on a regular cycle • All safeguarding aspects covered in staff induction • Relevant key staff trained to more advanced level • Communications and information available for parents/carers • Shaw Education Trust safeguarding checks to ensure all policies and procedures around Prevent are in place • Suitable curriculum opportunity to educate all pupils of the risk and dangers of radicalisation • Suitable curriculum in place to promote British values and the importance of respect, acceptance and understanding diversity • Suitable curriculum to teach pupils about diversity and other religions as well as challenging prejudices • Academy's Internet is filtered so as to ensure pupils are not exposed to inappropriate materials • Visitors to school to be members or recognised organisations and content from any guest speakers deemed suitable. Any concerns around visitors are reported to senior member of staff. • Ensure that within context of school equalities objectives there is support for anyone who might be identified by Prevent (ie: pro-active approach to avoiding stigma) • Clear safeguarding processes for reporting concerns and onward referral • As appropriate, make use of local intelligence information to identify and manage any possible risks, if relevant.	• Low • Low • Low • Low • Low • Low • Low • Low • Low • Low • Low • Low • Low • Low • Low • Low

Annex B: Parent Information Flyer

Where to go for more information

Contact the school

If you have any questions or concerns about the Prevent strategy and what it means for your child, please do not hesitate to contact the school.

See our policies

You will find more details about how we safeguard our children on our website including our Safeguarding and Child Protection Policy and our Prevent Policy.

External sources

The following sources may also be useful for further information:

Prevent duty guidance: for England and Wales, HM Government:

https://www.gov.uk/government/publications/prevent-duty-guidance

Frequently asked questions, Prevent For Schools
http://www.preventforschools.org/?category_id=38

What is Prevent? Let's Talk About It
http://www.ltai.info/what-is-prevent/

The Prevent Strategy

Shaw Education Trust

We believe, you achieve

What is the Prevent strategy?

Prevent is a government strategy designed to stop people becoming terrorists or supporting terrorist or extremist causes.

The Prevent strategy covers all types of terrorism and extremism, including the extreme right wing, religious extremists and other causes.

How does the Prevent strategy apply to schools?

From July 2015 all schools (as well as other organisations) have a duty to safeguard children from radicalisation and extremism.

This means we have a responsibility to protect children from extremist and violent views in the same way we protect them from drugs or gang violence.

Importantly, we can provide a safe place for pupils to discuss these issues so they better understand how to protect themselves.

Key terms

Extremism – vocal or active opposition to fundamental British values such as democracy, the rule of law and tolerance of different faiths and beliefs

Ideology – a set of beliefs

Terrorism – a violent action against people or property, designed to create fear and advance a political, religious or ideological cause

Radicalisation – the process by which a person comes to support extremism and terrorism

What does this mean in practice?

Many of the things we already do in school to help children become positive, happy members of society also contribute to the Prevent strategy.

These include:
- Exploring other cultures and religions and promoting diversity
- Challenging prejudices and racist comments
- Developing critical thinking skills and a strong, positive self-identity
- Promoting the spiritual, moral, social and cultural development of pupils, as well as British values such as democracy

We will also protect children from the risk of radicalisation, for example by using filters on the internet to make sure they can't access extremist and terrorist material, or by vetting visitors who come into school to work with pupils.

Different schools will carry out the Prevent duty in different ways, depending on the age of the children and the needs of the community

Frequently Asked Questions

How does Prevent relate to British values?

Schools have been required to promote British values since 2014, and this will continue to be part of our response to the Prevent strategy.

British values include:

- Democracy
- The rule of law
- Individual liberty and mutual respect
- Tolerance of different faiths and beliefs

Isn't my child too young to learn about extremism?

The Prevent strategy is not just about discussing extremism itself, which may not be appropriate for younger children. It is also about teaching children values such as tolerance and mutual respect.

The school will make sure any discussions are suitable for the age and maturity of the children involved.

Is extremism really a risk in our area?

Extremism can take many forms, including political, religious and misogynistic extremism. Some of these may be a bigger threat in our area than others.

We will give children the skills to protect them from any extremist views they may encounter, now or later in their lives.

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