Prevent Policy

The school constitutes a safe space in which students can understand and discuss sensitive topics, including terrorism and the extremist ideas that are part of terrorist ideology, and learn how to challenge these ideas.

Introduction
In the context of recent national and international events arising from the radicalisation of individuals and their subsequent involvement in extremist or terrorist activity, schools now have a statutory duty to be aware of and ready to respond to any signs that individuals are vulnerable to radicalisation or being influenced towards supporting terrorism and forms of extremism leading to terrorism.

Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism leading to terrorism.

Extremism is defined in the HM Government *Prevent* strategy as "vocal or active opposition to fundamental British values".

The school is committed to working with others to prevent vulnerable people, including children, being drawn into terrorism or activity in support of terrorism. It does this through:

School culture
The school promotes the spiritual, moral and cultural development of its students. This includes the encouragement and exercise of free speech, and the articulation and discussion of opinions. But with rights come responsibilities. If a student were to express discriminatory or extremist opinions or behaviours, these would be challenged as a matter of course.

Mutual respect is central to the ethos of the school, and is modelled by students, staff and governors alike. The school promotes respect for others in the classroom and in all other activities. Students are encouraged to explore ideas and develop opinions, always understanding that disagreement does not entail loss of respect for and understanding of others' opinions. They are given the opportunity to explore and understand their place in the UK's culturally diverse society, and they are given the opportunity to experience diversity within the school community.

There is no place at the school for the promotion of partisan political views. There are occasions when it is appropriate to present students with different political views; in these cases, we undertake to ensure a balanced presentation of those views. Teaching cannot involve the promotion of partisan political views. In discussing political issues, students are offered a balanced presentation of opposing views.

Curriculum

The school actively promotes the values of democracy, rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs. Its curriculum incorporates the desired learning outcomes published by the DfE (below). Students gain these understandings through PSHE programmes (where questions about extremism may arise), Collects and schemes of work in relevant curriculum subjects.

Desired learning outcomes, as defined by the Department for Education:

- *An understanding of how citizens can influence decision-making through the democratic process;*
- *An appreciation that living under the rule of law protects individual citizens and is essential for their well-being and safety;*
- *An understanding that there is a separation of power between the executive and the judiciary, and that while some public bodies such as the police and the army can be held to account through Parliament, others such as the courts maintain independence;*
- *An understanding that the freedom to hold other faiths and beliefs is protected in law;*
- *An acceptance that people having different faiths or beliefs to oneself (or having none) should be accepted and tolerated, and should not be the cause of prejudicial or discriminatory behaviour;*
- *An understanding of the importance of identifying and combatting discrimination.*

Safeguarding framework

Identifying and acting appropriately on any evidence that an individual is vulnerable to extremism or radicalisation is part of the broader safeguarding role of the school and its staff. Leighton Park's *Safeguarding and Child Protection Policy* sets out in detail the framework.

With regard to preventing radicalisation, the school:

- **Prohibits extremist speakers/events at the school**; and has established clear protocols for ensuring that any visiting speakers – whether invited by staff or by children themselves – are suitable and appropriately supervised
- **Manages access to extremist material** – including through the **Internet.**
- **Trains its staff** to recognise signs of radicalisation/extremism, and to know what to do; with the result that staff have the knowledge and confidence to identify children at risk of being drawn into terrorism, and to challenge extremist ideas which can be used to legitimise terrorism and are shared by terrorist groups. Staff know where and how to refer children and young people for further help.
- **Works in partnership**: risk assessments and referrals are made in liaison with other local agencies. *Channel* is the multi-agency process designed to safeguard vulnerable people from being drawn into extremist behaviour and works in a similar way to existing safeguarding partnerships (see below).
- **Has established referral mechanisms** to identify individuals who are vulnerable to extremism or radicalisation and works with local partners to develop appropriate support strategies.

The *Channel* process

The *Channel* process is part of the government's overall strategy of preventing radicalisation, and sets out a framework within which its agencies work together to:

- identify individuals at risk of being drawn into terrorism
- assess the nature and extent of that risk
- develop the most appropriate support plan for the individuals concerned.

The *Channel* referral process requires that concerns should be passed on to the school's Safeguarding Lead, who may consult with the local *Prevent* Officer. If further action is considered appropriate, screening by the police *Channel* Coordinator might take place, followed by a preliminary assessment by the Local Authority's *Prevent* Lead and Police *Channel* Coordinator. Again, if further action is considered necessary, the next step might be the creation of an assessment and action plan by the local Multi-Agency *Channel* Panel, and subsequent implementation of that plan, which would be aimed at re-engaging the individual and preventing radicalisation.

Channel is about safeguarding children and adults from being drawn into committing terrorist-related activity. It involves early intervention to protect vulnerable people and divert them away from the risk they face before illegality occurs. The framework for referral, review and action is not intended to criminalise individuals, but to set a course to avoid precisely that.

Safeguarding children and young people from radicalisation is no different from safeguarding them from other forms of harm. Indicators for vulnerability to radicalisation overlap with those which underlie other vulnerabilities that might give rise to safeguarding concerns, including:
• Family tensions
• Sense of isolation
• Distance from cultural heritage
• Experience of racism or discrimination either personally or as a witness to the event
• Feeling of failure.

The risk of radicalisation may be the product of a number of factors. Identifying this risk requires that we exercise professional judgement, seeking further advice as necessary.

Anyone with concerns about a student being vulnerable to radicalisation or extremism should contact the school's Prevent Lead. The Prevent Lead is the Designated Safeguarding Lead, Nicky Hardy.

Possible activities or events that would raise initial concerns:
- A student disclosing her/ his exposure to the extremist actions, views or materials of others outside of school
- Graffiti symbols, writing or art work promoting extremist messages or images
- Students accessing extremist material online, including through social networking sites
- Parental reports of changes in behaviour, friendship or actions and requests for assistance
- Other local schools, local authority services, and police reports of issues affecting their students
- A student voicing opinion drawn from extremist ideologies and narratives
- Use of extremist or 'hate' terms to exclude others or incite violence
- Expressions of intolerance to difference, whether it be religious, gender, disability, sexuality, ethnicity
- Attempts to impose extremist views or practices on others

The *Channel* guidance describes the **possible indicators of vulnerability**, around the three dimensions of engagement, intent and capability:

Engagement
a. spending increasing time in the company of other suspected extremists
b. changing their style of dress or personal appearance to accord with the group
c. their day-to-day behaviour becoming increasingly centred around an extremist ideology, group or cause
d. loss of interest in other friends and activities not associated with the extremist ideology, group or cause
e. possession of material or symbols associated with an extremist cause
f. attempts to recruit others to the group/cause/ideology
g. communicating with others in a way that suggest identification with a group/cause/ideology.

Intent
a. clearly identifying another group as threatening what they stand for and blaming that group for all social or political ills
b. using insulting or derogatory names or labels for another group
c. speaking about the imminence of harm from the other group and the importance of action now
d. expressing attitudes that justify offending on behalf of the group, cause or ideology
e. condoning or supporting violence or harm towards others
f. plotting or conspiring with others.

Capability
a. having a history of violence
b. being criminally versatile and using criminal networks to support extremist goals
c. having occupational skills that can enable acts of terrorism (such as civil engineering, pharmacology or construction)
d. having technical expertise that can be deployed (e.g. IT skills, knowledge of chemicals, military training or survival skills).

External Sources of Guidance:
Prevent Duty Guidance:
https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/417943/Prevent_Duty_Guidance_England_Wales.pdf
Channel Guidance:
https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/118194/channel-guidance.pdf.
Prevent Departmental Advice:
https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/439598/prevent-duty-departmental-advice-v6.pdf
Educate Against Hate: Curriculum resources;
https://educateagainsthate.com/

CHANNEL DfE helpline 0207 340 7264

Other supportive Interventions

Should concerns require support from other agencies, the following are ways in which terrorism and extremism can be reported:

o Anti-terrorist hotline: 0800 789 321
o Crime stoppers: 0800 555 111
o Relevant police force: 101
o www.gov.uk/report-suspicious-activity-to-mi5

To report any online terrorist-related material: www.gov.uk/report-terrorism

Prevent Action Plan and Risk Assessment

Duty	What this means	Action	By whom
Risk Assessment			
Assess the risk of children being drawn into terrorism	Staff can demonstrate a general understanding of the risks affecting children and young people	• All staff have read "Keeping Children Safe in Education, Part 1", Sept 2018. • The Prevent Lead informs staff of their duties as set out in "The Prevent Duty" (DfE, June 2015).	All Staff Prevent Lead
	Staff can identify individual children who may be at risk of radicalisation and how to support them.	The Prevent Lead informs staff about signs and indicators of radicalisation. (INSET & Safeguarding training).	Prevent Lead
	There is a clear procedure in place for protecting children at risk of radicalisation.	• All staff have read the Safeguarding Policy which includes a statement regarding the school's "Prevent" duty. • All staff understand how to record, and report concerns regarding risk of radicalisation.	All Staff All Staff
Prohibit extremist speakers and events in the school	The School exercises "due diligence" in relation to requests from external speakers and organisations using school premises.	• Request an outline of what the speaker intends to cover • Research the person/organisation to establish whether they have demonstrated extreme views/actions. • Deny permission for people/organisations to use school premises if they have links to extreme groups or movements. • Visiting Speaker policy and paperwork to be completed well in advance and submitted to Deputy Head for approval and sign off. • Risk Assessments in place for visiting speaker(s) – submitted to Deputy Head for Approval before the visit takes place.	All Staff
Working in Partnership			
The School is using existing local partnership arrangements in exercising its Prevent duty	Staff record, and report concerns in line with existing policies and procedures	• All staff record, and report concerns	All Staff

	The Prevent Lead makes appropriate referrals to other agencies including Children's Services and Channel Panel.	• Records of referrals are kept on the safeguarding online reporting platform called MyConcern. • Referrals are followed up appropriately by the DSL team and Prevent Lead.	Prevent Lead
Staff Training			
Equip staff to identify children at risk of being drawn into terrorism and to challenge extremist ideas.	Assess the training needs of staff in the light of the school's assessment of the risk to pupils at the school of being drawn into terrorism.	As a minimum the School should: • Ensure that The Designated Safeguarding Lead (DSL) undertakes Prevent Awareness Training. • Ensure the DSL can provide advice and support to other members of staff on protecting children from the risk of radicalisation. The DSL / Prevent Lead has completed the "General Awareness Training on Channel".	DSL / Prevent Lead
IT Policies			
Ensure that children are safe from terrorist and extremist material when accessing the internet in schools	The School has policies in place which refer to the "Prevent" duty.	• Online Policy including the Acceptable use of ICT for Pupils • Safeguarding and Child Protection policy	DSL & SLT
	Pupils are taught about on-line safety with specific reference to the risk of radicalisation	• The curriculum reflects this duty.	Prevent Lead Tutors through PSHE