



P2.8 (Isi 7A) – PREVENT DUTY POLICY

Written / Updated By :	Alison Packman – Compliance Officer	26 th November 2019
Reviewed By :	Joanne Field – DSL	26 th Novemeber 2019
Approved By :	Richard Tanner – Interim Head	6 th March 2020
Governor Review By :	Not required	

Contents

Revision History.....	3
Abbreviations, Acronyms and Definitions.....	3
Aim / Objective / Statement of Intent	4
Introduction.....	4
Identification of Vulnerable pupils.....	4
Risk Assessment	6
Working in Partnership	6
Staff Training	6
IT Policies.....	7
Building pupils’ resilience to radicalisation.....	7
PSHCE	7
Reporting concerns	8
Monitoring and Enforcement.....	8

Revision History

Revision	Paragraph Number	Revision
November 2017		
September 2018		
March 2020	Paragraph 4 Paragraph 14 Paragraph 26 Paragraph 29	Update to document issue dates Replace SSCB with C-SPA Replace SSCB with C-SPA Notification of School's Prevent Lead

Abbreviations, Acronyms and Definitions

Abbreviation / Acronym	Definition
C-SPA	Surrey Children's Single Point of Access
DSL	Designated Safeguarding Lead
KCSIE	Keeping Children Safe in Education
PSHCE	Personal, Social, Health and Citizenship Education

Aim / Objective / Statement of Intent

The aim of this policy is to:

- Help staff identify children who may be vulnerable to radicalisation and know what to do when they are identified.
- Build pupils' resilience to radicalisation by promoting fundamental British values and enabling them to challenge extremist views.
- Provide a safe space in which pupils and staff can understand the risks associated with extremism and develop the knowledge and skills to be able to challenge extremist arguments.

It is not the School's intention or desire to stop pupils debating controversial issues.

Introduction

1. Section 26 of the Counter Terrorism and Security Act 2015 places a duty on certain bodies (including independent schools) to have 'due regard to the need to prevent people from being drawn into terrorism.'
2. 'Terrorism' is defined in the Terrorism Act 2000. In summary, this defines terrorism as an action that endangers or causes serious violence to a person/people, causes serious damage to property, or seriously interferes or disrupts an electronic system. The use or threat must be designed to influence the government or to intimidate the public and is made for the purpose of advancing a political, religious or ideological cause.
3. 'Radicalisation' refers to the process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups.
4. This policy has regard to the following documents:-
 - The Prevent Duty : departmental advice for schools and childcare providers (DfE July 2015)
 - Keeping Children Safe In Education (September 2019)
 - Working Together (September 2019)
5. This policy is to be read, in particular, in conjunction with the School's **Safeguarding and Child Protection Policy (P2.2)**

Identification of Vulnerable pupils

6. Children from all backgrounds can become radicalised. Extremists might target them and

tell them they can be part of “something special”, later brainwashing them into cutting themselves off from their friends and family. Some pupils are more vulnerable than others. These may include pupils :-

- Who are struggling with a sense of identity
- Who are becoming distanced from their cultural or religious background
- Who are questioning their own place in society
- Who are experiencing family issues
- Who have experienced a traumatic event
- Who are experiencing racism or discrimination
- Who have difficulty in interacting socially and who lack empathy
- Who have difficulty in understanding the consequences of their actions
- Who suffer from low self esteem

7. There is no single route to radicalisation. It can happen over a long period of time or sometimes it is triggered by a specific incident or news item and it can happen very quickly. Listed below are some behaviours which may indicate possible radicalisation:-

- Accessing (or attempting to access) extremist online content
- Asking inappropriate questions
- Being sympathetic to extremist ideologies and groups
- Joining, or trying to join, an extremist organisation
- Using seemingly scripted phrases when talking about radicalised ideas
- Changing online identities or creating multiple online identities
- Not listening to other points of view
- Showing unwillingness or inability to discuss their views
- Behaving abusively towards people who are different
- Embracing conspiracy theories
- Feeling persecuted
- Changing friends and appearance
- Converting to a new religion or denouncing a current religion
- Being secretive of movements or of their internet use
- Displaying unhealthy obsession for websites/books about terrorists or terrorist attacks
- Becoming increasingly argumentative
- Distancing themselves from old friends
- No longer doing things they enjoy

8. As with the management of all safeguarding risks, staff are warned:

- To be alert to changes in children’s behaviour which could indicate they may be in need of help or protection;
- To use their professional judgement in identifying children who might be at risk of radicalisation and to act proportionately;

- To relay any concerns to the Designated Safeguarding Lead, in accordance with the procedures set out in the Schools Safeguarding and Child Protection Policy (P2.2)
9. If the Designated Safeguarding Lead (or one of her Deputies) feels that it is appropriate to do so, a referral will be made to the Channel programme.

Risk Assessment

10. The School regularly assesses the risk of its pupils being drawn into terrorism, including showing their support for extremist ideas that are part of terrorist ideology.
11. This involves developing in all staff a general understanding of how to identify pupils who may be at risk of radicalisation and what to do to support them.
12. It is important that the School responds in an appropriate and proportionate way, whilst also being aware of the increased risk of online radicalisation through the use of social media and the internet.
13. The School is also aware of the potential risks posed by any outside speaker who is engaged to talk on a sensitive issue (for example, religion or politics). A risk assessment will therefore be carried out with appropriate checks being made.

Working in Partnership

14. The School works in partnership with C-SPA taking into account their policies and procedures, for example, their threshold guidance indicating when a child or young person might be referred for support.
15. The School is ready to approach Prevent Co-ordinators and other partners, such as the Police, for advice and support on implementing the Prevent Duty if needed. (See also paragraphs 26 – 28 “Reporting a concern”.)
16. The School will work in partnership with parents, who are in a key position to spot signs of radicalisation, assisting and advising families who raise concerns and directing them to the appropriate support mechanisms.

Staff Training

17. The School will ensure that the Designated Safeguarding Lead and her Deputies undertake Prevent and Channel awareness training and are thus able to provide advice and support to other members of staff on protecting children from the risk of radicalisation.

18. Staff, including Governors, will also be encouraged to undertake online training in the Prevent Duty.
19. Training for all staff will be updated at least every 3 years and additional refresher training may be carried out should the DSL deem it necessary based on updated risk assessments of the vulnerability of pupils.

IT Policies

20. The School realises the importance of ensuring that pupils are able, and know how, to stay safe online and provides regular training and education to that effect, both through PSHCE and other occasional training.
21. In particular, the School will work with its IT consultants to ensure that suitable filtering is in place to ensure that pupils are safe from terrorist and extremist material when accessing the internet in School.
22. As with other online risks of harm, every teacher needs to be aware of the risks posed by the online activity of extremist and terrorist groups.

Building pupils' resilience to radicalisation

23. The School considers it important to 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.
24. The School realises the importance of promoting the spiritual, moral, social and cultural development of pupils and emphasising fundamental British values.

PSHCE

25. PSHCE is delivered by tutors in the weekly tutor group meetings, as well as by the Head (and other staff) in the daily 'morning meetings' and by the DSL/Senior School Nurse. PSHCE is used:
 - to explore sensitive or controversial issues, and equip pupils with the knowledge and skills to understand and manage difficult situations, manage risk, make safer choices, and recognise when pressure from others threatens their personal safety and wellbeing.
 - to help pupils develop effective ways of resisting pressures, including knowing when, where and how to get help, as well as positive character traits, such as resilience, determination, self-esteem and confidence.

- to provide pupils with the knowledge, skills and understanding to prepare them to play a full and active part in society, to explore political and social issues critically, to weigh evidence, to debate, and to make reasoned arguments.
- to help pupils learn about democracy, government and how laws are made and upheld.
- to teach pupils about the diverse national, regional, religious and ethnic identities in the United Kingdom and the need for mutual respect and understanding.

Reporting concerns

26. If a member of staff in School has a concern about a particular pupil they should follow the School's normal safeguarding procedures and report their concern to the School's Designated Safeguarding Lead. If the DSL considers it appropriate, she will then discuss the matter with C-SPA and with the Prevent advisor at Surrey Police.
27. Staff can also contact Surrey Police by dialling 101 (the non-emergency number). The Police will talk to staff in confidence about their concerns and help them gain access to support and advice.
28. Staff and Governors are also able to contact the Department for Education on a telephone helpline (020 7340 7264) in order to raise concerns relating to extremism directly. Concerns can also be raised by email to counter.extremism@education.gsi.gov.uk. Please note that the helpline is **not** intended for use in emergency situations, such as a child being at immediate risk of harm or a security incident, in which case normal emergency procedures should be followed.

Monitoring and Enforcement

29. This policy will be reviewed at least annually and updated whenever necessary and the School has nominated the Interim Head/Head to be its *Prevent* Lead.
30. The School's IT Consultants will support the school in monitoring the browsing history of pupils and staff whenever there is a concern about the wellbeing of the individual.
31. All staff are reminded that should they come across any terrorist or extremist material online, this can be reported anonymously by following the instructions available on www.gov.uk/report-terrorism