



**Roe Lee Park
Primary School & Nursery**

Free to Flourish

Prevent Policy

Statement of intent

PREVENT is part of the Government's counter-terrorism strategy. Its aim is to stop people becoming terrorists or supporting terrorism. Prevent addresses all forms of terrorism but continues to prioritise according to the threat they pose to the country's national security. Prevent involves the identification and referral of those susceptible to violent extremism into appropriate interventions. These interventions aim to divert the susceptible and vulnerable from embarking down the path to radicalisation. The aim of the prevent strategy is to:

- Respond to the ideological challenge we face from terrorism and aspects of extremism, and the threat we face from those who promote these views.
- Provide practical help to prevent people from being drawn into terrorism and ensure they are given appropriate advice and support.
- Work with a wide range of sectors (including education, criminal justice, faith, charities, online and health) where there are risks of radicalisation.

Roe Lee Park Primary School recognises that pupils can be vulnerable to extremist ideology and radicalisation, and we are committed to protecting pupils from this risk as part of our safeguarding responsibilities.

Our commitment to safeguarding pupils against extremism, radicalisation and terrorism includes interventions and collaboration with other agencies including the police and the LA where appropriate and as required.

We support and will adhere to guidance from the DfE which requires schools to actively promote fundamental British values in order to enable pupils to challenge extremist views and ensure that pupils are encouraged to regard people of all faiths, races and cultures with respect and tolerance.

There is no place for extremist views of any kind at Roe Lee, whether from internal sources – pupils, staff, governors or external sources – school community, external agencies or individuals. Pupils need to see our school as a safe place where they can explore controversial issues openly and where teachers encourage and facilitate this. We have a duty to ensure this happens.

At Roe Lee, we recognise that extremism and exposure to extremist materials and influences can lead to poor outcomes for children and so these issues must be addressed as a safeguarding concern. It is recognised 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 tool to challenge this; equipping young people with the knowledge, skills and critical thinking, to challenge and debate in an informed way.

Our school will provide a broad and balanced curriculum, delivered by skilled professionals, so that pupils are enriched, valued, tolerant of difference, understand diversity, and do not feel marginalised.

We are aware that young people may be exposed to extremist influences or prejudiced views from an early age, which can emanate from a variety of sources, including the media and internet. At times, pupils may themselves reflect or display views that can be discriminatory, prejudiced or extremist, including using derogatory language. Any prejudice, discrimination or extremist views displayed by pupils or staff will need to be challenged and where appropriate dealt with in-line with school policies such as the Behaviour and Attendance Policies or the Staff Code of Conduct.

This policy relates to the potential radicalisation of pupils at our school. For guidance on specific terrorist incidents, please see our School Emergency Plan.

Legal Framework

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Children Act 1989
- Education Act 1996
- Counter-Terrorism and Security Act 2015
- Childcare Act 2006
- Data Protection Act 2018
- UK GDPR

This policy also has due regard to statutory and non-statutory departmental advice, including, but not limited to, the following:

- DfE (2015) 'The Prevent Duty'
- HM Government (2021) 'Revised Prevent Duty Guidance: for England and Wales'
- DfE (2021) 'Keeping children safe in education 2021' (KCSIE)
- DfE (2018) 'Working Together to Safeguard Children'
- Home Office (2021) 'Channel Duty guidance: protecting people vulnerable to being drawn into terrorism'

This policy operates in conjunction with the following school policies and documents:

- School Emergency Plan
- Child Protection and Safeguarding Policy
- Prevent and Radicalisation Risk Assessment & Incident Register
- Data Protection Policy
- Online Safety Policy
- Equality Information and Objectives Policy

Definitions

For the purpose of this policy:

Extremism – is defined as vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and the mutual respect and tolerance of different faiths and beliefs. This includes calling for the death of members of the armed forces.

Radicalisation – is defined as the process by which an individual or group comes to support terrorism and extremist ideologies associated with terrorist groups.

Terrorism – is defined as violent threats or actions designed to influence government or intimidate the public with the purpose of advancing a political, religious or ideological cause. This includes endangering or causing serious violence to a person or people, serious damage to property, and seriously interfering or disrupting an electronic system.

When applying this guidance we use the following accepted Government definition of extremism, which is:

'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; and/or calls for the death of members of our armed forces, whether in this country or overseas'.

The full Government Prevent Strategy can be viewed at:

<https://www.gov.uk/government/publications/prevent-duty-guidance/revise-prevent-duty-guidance-for-england-and-wales>

Roles and responsibilities

The Headteacher is responsible for:

- The overall implementation and management of this policy.
- Ensuring every staff member is familiar with the scope of this policy.
- Ensuring pupils are taught about British values through the curriculum.
- Ensuring the school is a safe space in which pupils can understand and discuss sensitive topics, including terrorism and extremism, and are able to challenge these ideas.
- Undertaking a risk assessment to determine whether pupils are at risk of being drawn into terrorism.
- Identifying extremist risks in the local area.
- Ensuring any visitors and speakers at the school are appropriate and vetted prior to them having access to pupils.

The DSL, and any Deputies, are responsible for:

- Handling any referrals to the Channel programme and supporting staff who make referrals to Channel.

- The DSL must follow LSCB procedures in relation to obtaining advice and/or making a referral to Channel <https://www.blackburn.gov.uk/crime-prevention-and-community-safety/counter-terrorism/safeguarding-against-radicalisation-channel>

Link to LSCB procedures:

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/439598/prevent-duty-departmental-advice-v6.pdf

Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism, there is no single way of identifying an individual who is likely to be susceptible to an extremist ideology. From July 2015 all schools are subject to a duty under section 26 of the Counter-Terrorism and Security Act of 2015, to have 'due regard to the need to prevent people from being drawn into terrorism', known as the 'Prevent Duty'. (SCHOOL NAME) is committed to providing a secure environment for pupils, where all children both feel and are kept safe. All adults working in schools have to recognise that safeguarding is everyone's responsibility, irrespective of the role they undertake or whether they have direct contact with or responsibility for children & young people.

This advice & guidance will need to be applied within the context of each school's existing arrangements to safeguard and promote the welfare of all children in line with the statutory duties set out in sections 157 and 175 of the Education Act 2002.

- Following up any referrals made to the Channel programme.
- Provide advice and support to staff on protecting pupils from the risk of radicalisation.
- Delivering staff training on the Prevent duty.
- Working with external agencies to support pupils at risk of being drawn into terrorism.
- Providing guidance to other staff members to help them support pupils at risk of being drawn into terrorism.
- Understanding local procedures for making a Prevent referral and making Prevent referrals where appropriate.
- Considering if it would be appropriate to share any information with a new school or college in advance of a pupil leaving, e.g. if the pupil is currently receiving support through the 'Channel' programme and the information would allow the new setting to have support in place for when the pupil arrives.

All staff members are responsible for:

- Being alert to the risk factors of extremism and radicalisation and any changes in a pupil's behaviour which could indicate that they may be in need of help or protection.
- Raising any concerns with the DSL (or any deputies, in their absence). Staff must also complete a school safeguarding incident referral form via CPOMS
- Notifying the DSL (or any deputies, in their absence) when they make any referrals to the Channel programme.

- Engaging in staff training on the Prevent duty.
- Using their professional judgement to identify pupils who may be at risk of radicalisation and acting proportionately.
- The school Online Safety Policy will ensure the safety of children by ensuring they cannot access terrorist and extremist material when using the internet and that suitable filtering software is in place

Safeguarding from Extremism

The school protects the right to freedom of expression. This policy is not intended or designed to restrict or prevent legitimate and lawful congregation or debate.

The school has a dedicated DSL team who deal with any incidents of extremism and/or terrorism within our school community. As is the school's responsibility under law, we will do our utmost to safeguard our pupils from being drawn into extremism and terrorism.

The school has strong relationships with our local safeguarding partners, and will involve them at the earliest opportunity if safeguarding issues arise.

The school encourages any pupil, parent, staff member or member of the wider school community to speak to the DSL if they have concerns about:

- Pupils becoming radicalised.
- Groups, clubs or societies with extremist or radical views.
- Friends and/or families of pupils becoming radicalised or involved in extremism.
- Pupils planning to visit known areas of conflict.
- Members of the school and wider community attempting to draw young and/or vulnerable pupils into extremism.

Visitors and speakers coming into the school will be vetted prior to them having access to pupils. All materials handed out to pupils, whether by teachers or visitors and speakers, will be checked by the Headteacher.

Channel and Prevent

Channel, a key element of the Home Office's Prevent strategy, is a multi-agency approach to protect people at risk from radicalisation. The school will work with the LA, local law enforcement, and religious and community leaders, to identify children vulnerable to radicalisation and to challenge extremism if it arises. This includes identifying pupils to whom any of the following criteria applies:

As part of safeguarding responsibilities, school staff are alert to:

- Pupils disclosing their exposure to extremist actions, materials or the views of others outside of 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, friendships or actions and requests for assistance;
- Partner schools, local authority services, and police 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;
- Pupils attempting to impose extremist views or practices on others;
- Pupils displaying anti-British views.
- Pupils searching for identity, meaning and belonging
- Having family or friends involved in extremism
- Displaying relevant mental health issues

The school will cooperate with local panels involved in the Channel process. A representative of the school will attend meetings as required to aid the mitigation of identified risk and vulnerabilities. This includes contributing towards the support plan and sharing information necessary and proportionate to the effective working of the panel.

Preventing Radicalisation

The school will assess the risk of pupils being drawn into terrorism through identifying the factors that affect children in the local area and knowing how to identify those at risk.

Allegations and concerns of radicalisation and/or terrorism will always be taken seriously and staff will act proportionately, which may include making a Prevent referral.

Where appropriate, pupils will be helped to channel their desire for excitement and adventure into suitable and healthy activities.

Extremist propaganda is widely available online – the school will ensure that British values are promoted regularly to encourage pupils to develop an appreciation of society. The school will work with local religious and cultural organisations to instil a strong sense of identity in our pupils, as well as a clear place and purpose within the school.

The school recognises that pupils' parents and families are best-placed to spot signs of radicalisation and, as such, will promote effective engagement with parents and families.

All internet activity that takes place on site will be recorded, as well as activity on any school-owned computers, laptops and tablets off site, and appropriate filters will be installed to protect children from terrorist and extremist material online, in accordance with the Online Safety Policy. In accordance with KCSIE and our Child Protection and Safeguarding Policy, pupils will be taught about the importance of staying safe online through PSHE lessons.

We will always aim to integrate and engage every child within the school community, and in the wider community. A range of different religious and cultural festivals will be celebrated across the year giving every pupil the opportunity to take part.

The school will monitor and assess incidents which suggest pupils are engaging, or are at risk of engaging, in extremist activity and/or radicalisation. Where a pupil has been identified as at risk of radicalisation, the school will take action proportionate to the incident or risk.

Making a Judgement

Although extremist behaviour can be presented in many forms, the school recognises the following as potential indicators of radicalisation or a susceptibility to radicalisation:

- Disclosure about extremist or radicalised behaviour by pupils – this could include exposure to materials outside of school
- Use of specific terms associated with certain ideological views, e.g. 'hate' language
- Intelligence reports from local and national agencies regarding the radicalisation of groups of people in the local area
- Focus on specific narratives that highlight particular extremist views
- Evidence of accessing online materials that include extremist materials
- Refusal to accept views expressed by others which is counter to the school's Equality Information and Objectives Policy
- Documented concerns raised by parents or family members about the changing behaviour of the pupil
- References to an extremist narrative in the pupil's work
- Disassociation from existing friendship groups
- A loss of interest in activities in which they previously engaged
- Behavioural characteristics, such as low self-esteem, isolation, and perceptions of failure and injustice
- Family tensions
- Events affecting their country or region of origin
- Alienation from UK values
- Grievance triggered by personal experience of discrimination
- Property damage
- Refusal to cooperate with the requests of teachers or other adults

When assessing whether a pupil is at risk of radicalisation, staff will ask themselves the following questions:

- Does the pupil have access to extremist influences through the internet?
- Does the pupil possess or actively seek extremist material?
- Does the pupil sympathise with, or support, extremist groups or behaviour in their speech or written work?

- Does the pupil's demeanour suggest a new social, religious or political influence, e.g. through jewellery or clothing?
- Has the pupil previously been a victim of discrimination or a religious crime?
- Has the pupil experienced any major disagreements with their peers, family or faith groups, leading to rejection, isolation or exclusion?
- Does the pupil display an irregular and distorted view of religion or politics?
- Does the pupil display a strong objection towards specific cultures, faiths or race?
- Is the pupil a foreign national awaiting a decision regarding deportation or immigration?
- Is there an irregular pattern of travel within the pupil's family?
- Has the pupil witnessed or suffered from trauma or violence in a war zone or through sectarian conflict?
- Is there evidence of a relative or family friend displaying extremist views?
- Has the pupil travelled for extended periods of time to international locations?
- Does the pupil have experience of poverty, disadvantage, discrimination or social exclusion?
- Does the pupil display a lack of affinity or understanding for others?
- Is the pupil a victim of social isolation?
- Does the pupil have insecure, conflicted or absent family relationships?

Critical indicators include where a pupil is:

- In contact with extremist recruiters.
- Articulating support for extremist causes or leaders.
- Accessing extremist websites.
- In possession of extremist literature.
- Using extremist narratives and a global ideology to explain personal disadvantage.
- Justifying the use of violence to solve societal issues.
- Joining extremist organisations.
- Making significant changes to their appearance and/or behaviour.

The DSL, and any Deputies, will undergo regular Prevent Awareness training in order to provide advice and support to staff on protecting pupils from the risk of radicalisation. Staff will undergo annual Prevent awareness training in order to ensure that they are able to recognise indicators of radicalisation. Staff, including the DSL and any Deputies, will also undergo regular training in response to any updates.

The school will encourage staff to engage with online government resources, including the website Educate Against Hate, and the Prevent e-learning modules provided by the Home Office.

Making a Referral

In accordance with the school's Child Protection and Safeguarding Policy, if any member of staff has any concerns about a pupil, they will raise this with the DSL team.

Parents will be contacted to discuss the issue and investigate where there are any mitigating home circumstances, unless doing so would put the pupil at further risk of harm. A decision will be made at this meeting to determine whether a referral should be made to the Channel programme. In most cases, the DSL team will refer the case to the Channel programme where there is a radicalisation concern, as appropriate.

Staff members may make referrals to the Channel programme if they deem it necessary – the DSL will be notified in all cases and will support staff members who do so. Staff members will be informed that they may be asked to attend a Channel panel to discuss the pupil who has been referred to determine whether support is required. The LA's Channel panel will decide which support, if any, is required and arrange for this support to be implemented.

The DSL will follow up any referrals and the pupil will be monitored for a period of time to determine whether there have been any changes in behaviour. Parents will be consulted during this period, unless doing so would put the pupil at further risk of harm.

If any concerns are raised, the DSL will contact the Channel programme to discuss further steps.

The DSL will record and retain all incidents for school records in accordance with the Data Protection Act 2018 and the UK GDPR, as outlined in the Data Protection Policy.

Teaching Approaches

All staff at Roe Lee strive to eradicate the myths and assumptions that can lead to some young people becoming alienated and disempowered, especially in situations where children may find it harder to challenge or question radical influences. This will be achieved by good teaching, including PSHE.

These teaching approaches will help pupils build resilience to extremism and give them a positive sense of identity through the development of critical thinking skills. It is important to ensure that all staff are equipped to recognize extremism and are skilled and confident enough to challenge it.

Staff are flexible enough to adapt their teaching approaches, as appropriate, to address specific issues, enabling them to become more relevant to current issues of extremism and radicalisation.

Our school aims to:

- Make a connection with children through good teaching and a pupil-centred approach;
- Facilitate a 'safe space' for dialogue; and
- Empower pupils with the appropriate skills, knowledge, understanding and awareness for resilience.

This approach creates a school ethos in which pupils know and understand what safe and acceptable behaviour is within the context of extremism and radicalisation. This will work in conjunction with each school's approach to the spiritual, moral, social and cultural development of pupils.

Promoting Fundamental British values

Through the national curriculum, the school will:

- Teach our pupils a broad and balanced international history.
- Represent the cultures of all of our pupils.
- Teach a wide range of English and non-English literature.
- Commemorate World War 1 and 2.
- Discuss the UK's relations with the rest of Europe, the Commonwealth and the wider world.

Through our social, moral, spiritual and cultural programme, the school will:

- Enable pupils to develop their self-knowledge, self-esteem and self-confidence.
- Enable pupils to distinguish right from wrong and to respect the civil and criminal law of England.
- Encourage pupils to accept responsibility for their behaviour, show initiative, and to understand how they can contribute positively to the lives of those living and working in the locality of the school and to society more widely.
- Enable pupils to acquire a broad general knowledge of, and respect for, public institutions and services in England.
- Further tolerance and harmony between different cultural traditions by enabling pupils to acquire an appreciation of, and respect for, their own and other cultures.
- Encourage respect for other people.
- Encourage respect for democracy and support for participation in the democratic processes, including respect for the basis on which the law is made and applied in England.

The school will do this by:

- Including material on the strengths, advantages and disadvantages of democracy, and how democracy and the law work in Britain as part of our curriculum.

- Ensuring that all pupils within the school have a voice that is listened to, e.g. by demonstrating how democracy works via a school council whose members are voted for by the pupils.
- Using opportunities such as general or local elections to hold mock elections to offer pupils the chance to engage in politics from an early age.
- Offering a debate club to provide pupils with the opportunity to learn how to argue and defend points of view.
- Using teaching resources from a wide variety of sources to help pupils understand a range of faiths.
- Considering the role of extra-curricular activities, including any activity run directly by pupils, in promoting fundamental British values.
- Utilise our school team point system by linking to British Values and exemplary examples of these values across different times and cultures.

Community links

The school will seek to engage in regular discussions with local community and religious leaders, and local law enforcement. Governing board meetings will include discussion about extremism and terrorism where appropriate.

The school will operate an open-door policy for community members to report concerns.

The school will, where appropriate, partake in community festivals, religious celebrations and other events. The school will select a range of charities to support across the year which represent our school community, including local community groups.

Review

This policy will be reviewed every year by the Headteacher and DSL. The Headteacher may, however, review the policy earlier than this if the Government introduces new regulations, or if the Governing Body receives recommendations on how the policy might be improved.

Policy written by: Gillian Wilton (Headteacher) & Sara Irving (DSL) (Jan 2022)

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