



WBSJ Preventing Extremism and Radicalisation

Prevent Duty Policy

William Barcroft Junior School

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Contact Names	
Designated Safeguarding Lead (DSL)	Kate Wood
Deputy Designated Safeguarding Lead (Deputy DSL)	Emma Emson
Any other staff trained to DSL level	Claire Constantopoulos
Designated Practitioner with responsibility for safeguarding in early years	N/A
Deputy Designated Practitioner with responsibility for safeguarding in early years	N/A
Head	Claire Constantopoulos
Designated Prevent Lead (DPL)	Kate Wood / Claire Constantopoulos / Emma Emson

Third Party Contacts	
Local authority children's social care referral team(s)	<p>The Channel Referral form is available for professional use. Email prevent@humberside.pnn.police.uk. The form should be completed with the details of the person(s) for whom the referring officer/agency has concerns in relation to their vulnerability to radicalisation for extremist or terrorist purposes.</p> <p>More information and contact/referral details can be found here: https://www.safernel.co.uk/prevent/#1551971567686-25d5dfcf-d34a</p> <p>NEL Front Door referral team telephone number: 01472 326292</p>
Local authority Prevent Lead	Spencer Hunt spencer.hunt@nelincs.gov.uk
Local authority's out of hours contact number	01472 326292 option 2
Where there is a risk of <i>immediate</i> serious harm to a child a referral should be made to children's social care immediately by the DSL. If a child is in immediate danger call 999.	
Local Police Emergency	999
Local Police non-emergency	101

National Contacts	
NSPCC 24/7 Helpline - textline	Tel: 0808 800 5000/88858 Email: help@nspcc.org.uk
DfE Prevent Helpline for schools & parents	Tel: 020 7340 7264 (non-emergency) Email: counter.extremism@education.gsi.gov.uk
National Bullying Helpline	Tel: 0845 22 55 787

Context

The current threat from Terrorism and Extremism in the United Kingdom is real and severe and can involve the exploitation of vulnerable people, including children to involve them in extremist activity.

This policy is designed to provide guidance for the school to respond to safeguarding concerns for those children and young people who may be vulnerable to the messages of extremism. In addition it provides details of the local inter agency process and expectations in identifying appropriate interventions based on the child concern model/ threshold of need and intervention model and the Channel process.

Definitions

For the purpose of this policy:

- Radicalisation is defined as the process by which people come to support terrorism and extremism and, in some cases, to then participate in terrorist groups.
- Extremism 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. We also include in our definition of extremism calls for the death of members of our armed forces, whether in this country or overseas. (*HM Government Prevent Strategy 2011*)
- Terrorism is 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.
- Fundamental British Values are a set of expected standards by which people resident in the UK must live.

Key Facts:

- ♦ Pupils who attend our school have the right to learn in an open, tolerant and safe environment.
- ♦ The School currently assesses the risk of radicalisation to be low. The School carries out annual risk assessments to measure the nature and level of risks associated with radicalisation.
- ♦ The School will implement prevention measures such as applying appropriate restrictions to internet sites likely to promote terrorist materials and discussing these dangers with pupils and parents.
- ♦ All concerns relating to radicalisation should be referred to the Designated Safeguarding Lead (DSL) or in their absence to the Deputy DSL.
- ♦ WBSJ has strong relationships with our local safeguarding partners, and will not hesitate to involve them at the earliest opportunity if safeguarding issues arise.
- ♦ The DSL will discuss all concerns relating to the radicalisation of a pupil with the Head, DPL and the North East Lincolnshire Safeguarding Children Partnership (NELSCP) so that appropriate action can be taken and appropriate referrals, including to the Channel programme, can be made.
- ♦ Where a child is at risk of immediate serious harm a referral will be made to children's social care and Police immediately.
- ♦ The DSL and DPL will work in partnership with the NELSCP over all matters covered in this policy, including those relating to the prevention and identification of risk and to the handling of concerns.

1 Legal framework

1.1. This policy has due regard to statutory legislation, including, but not limited to, the following:

- The Counter-Terrorism and Security Act 2015
- The Childcare Act 2006
- The Data Protection Act 2018
- The GDPR

1.2. 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'
- DfE (2020) 'Keeping children safe in education'
- HM Government (2015) Revised Prevent Duty Guidance: for England and Wales
- DfE (2018) Working together to Safeguard Children

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

- HMAT WBS Primary Safeguarding/Child Protection Policy
- HMAT Data Protection Policy
- WBS E Safety Policy

2 Purpose

1.1. This "Preventing Radicalisation Policy" is part of our commitment to keeping children safe. Since the "Education and Inspections Act 2006", schools have a duty to promote community cohesion. Over the last few years, global events have led to a growth of extremist viewpoints, including advocacy of violent extremism.

1.2. Schools have an important part to play in both educating children and young people about extremism and recognising when pupils start to become radicalised. From 1 July 2015, schools became subject to a duty under section 26 of the Counter-Terrorism and Security Act 2015 ("CTS 2015") in exercising their functions "*to have due regard to the need to prevent people from being drawn into terrorism.*"

1.3. Safeguarding children from all risks of harm is an important part of a school's work and protecting them from extremism is one aspect of that.

1.4. The duty to prevent children and young people being radicalised is set out in the following documents:

- Counter Terrorism & Security Act (2015)

- Keeping Children Safe in Education (September 2020)
- Working Together to Safeguard Children (2018)
- Prevent Duty Guidance: for England and Wales (March 2015)
- The Prevent duty: Departmental advice for schools and child minders (June 2015)
- The use of social media for on-line radicalisation (July 2015)

1.5. Non-statutory guidance

- Promoting fundamental British values as part of SMSC in schools: Departmental advice for maintained schools (DfE 2014)
- Improving the spiritual, moral, social and cultural (SMSC) development of pupils: supplementary information (DfE 2014)
- How Social Media is used to encourage travel to Syria and Iraq (Home Office)

3 Ethos

2.1. We ensure that through our school vision, values, rules, diverse curriculum and teaching, we promote tolerance and respect for all cultures, faiths and lifestyles. The Head Teacher ensures that this ethos is reflected and implemented effectively in school policy and practice and that there are effective risk assessments in place to safeguard and promote students' welfare.

3. Risk Assessment

3.1. We assess the risk of radicalisation to be **LOW**

3.2. We will carry out an annual risk assessment which will identify the risk of pupils being drawn into terrorism or extremism. This risk assessment will look at the general risks affecting children and young people in the local area and the specific risks which may affect groups or individuals within the school and it will propose measures to mitigate and manage these risks.

4. Responsibilities and Training

4.1. 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.
- 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.

4.2. The Designated Prevent Lead will liaise regularly with the Head and the DSL on matters relating to the Prevent duty and will monitor the school's compliance with this duty,

primarily by way of term updates from the Designated Safeguarding Lead ("DSL") and by conducting an annual review (see Safeguarding/Child Protection policy) into the School's compliance with its Prevent duty. As part of this process the Designated Prevent Lead will:

- 4.2.1. ensure that this policy is understood and effectively implemented by staff throughout the School;
- 4.2.2. ensure that the DSL undergoes appropriate Prevent duty training which is refreshed at least every two years; and
- 4.2.3. ensure that the School's Prevent policies and procedures and general safeguarding arrangements take into account the policies and procedures of NELSCP

4.3. The DSL will:

- 4.3.1. be the single point of contact to oversee and coordinate the school's implementation of the Prevent duty;
- 4.3.2. undertake prevent awareness training, such as the on-line general awareness training module on Channel - WRAP (Workshop to Raise Awareness of Prevent);
- 4.3.3. undertake higher level training to be able to assess the risk of children being drawn into terrorism, including being drawn into support for the extremist ideas that are part of terrorist ideology;
- 4.3.4. provide Prevent duty training to all staff so that they (a) understand the general risks affecting pupils at the School; (b) are able to identify individual children who might be at risk of radicalisation; and (c) know what to do to support these children;
- 4.3.5. provide advice and support to other members of staff on protecting pupils from the risk of radicalisation;
- 4.3.6. liaise with the Designated Prevent Lead and local partners, including the Police and the NELSCP including to establish what advice and support they can provide and to seek guidance on the general levels of risk within the local area;
- 4.3.7. have responsibility for ensuring that any visiting speakers whether invited by staff or pupils are suitable and are appropriately supervised (see below);
- 4.3.8. receive safeguarding concerns about children and young people who may be vulnerable;
- 4.3.9. work in partnership with the NELSCP on all matters covered by this policy and the School will follow any locally agreed procedures which are set out by the NELSCP.
- 4.3.10. Handling any referrals to the Channel programme.
- 4.3.11. Follow up any referrals made to the Channel programme.
- 4.3.12. report each term to the Head Teacher on these matters.

4.4. All staff will:

- 4.4.1. undergo regular Prevent duty training (including Channel online awareness training and additional in-house training) so that staff have the knowledge and confidence to be able to (a) understand the general risks of radicalisation affecting pupils at the School; (b) identify individual children who might be at risk of radicalisation (see Paragraph 8 below) and spot signs of extremism (see paragraph 9 below); (c) challenge extremist views; and (d) provide appropriate advice to children who are at risk of radicalisation.
- 4.4.2. be alert to changes in children's behaviour which could indicate that they may be in need of help or protection.
- 4.4.3. use their professional judgement in identifying children who might be at risk of radicalisation and act proportionately.
- 4.4.4. raise any concerns to the DSL (or any deputies, in their absence)..

5. Referral Process

- 5.1. All staff and visitors to the School must refer all concerns about children and young people who show signs of vulnerability to radicalisation to the Designated Safeguarding Lead (DSL) or in their absence to the Deputy Safeguarding Lead (Deputy DSL). For further details about safeguarding referrals please see the School's separate policy entitled Safeguarding: Child Protection Procedures.
- 5.2. If the DSL becomes aware of a concern relating to the radicalisation of a pupil they will discuss this with the Head and the LSCB so that appropriate actions can be taken to safeguard the pupil and appropriate referrals, including to the Channel programme, can be made.
- 5.3 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.
- 5.4 In most cases, the DSL will refer the case to the Channel programme where there is a radicalisation concern, as appropriate.
- 5.5 The LA's Channel panel will decide which support, if any, is required and arrange for this support to be implemented.
- 5.6 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.
- 5.7 If any concerns are raised, the DSL will contact the Channel programme to discuss further steps.
- 5.8 The DSL will record and retain all incidents for school records in accordance with the Data Protection Act 2018 and GDPR as outlined in the Data Protection policy.

6. Curriculum (Promoting British Values)

- 6.1. We are committed to ensuring that our pupils are offered a broad and balanced curriculum that aims to prepare them for life in modern Britain. We encourage our pupils to be inquisitive learners who are open to new experiences and are tolerant of others.
- 6.2. Our values support the development of the whole child as a reflective learner within a calm, caring, happy and purposeful atmosphere. Teaching the school's core values alongside the fundamental British Values supports quality teaching and learning, whilst making a positive contribution to the development of a fair, just and civil society;
- 6.3. We aim to provide a safe space in which pupils can understand the risks associated with terrorism and develop the knowledge, skills and confidence to be able to challenge extremist views.
- 6.4. We will include opportunities in the curriculum for pupils to build resilience to pressure and to develop the skills they need to recognise and stay safe from abuse and radicalisation. In particular:
 - 6.4.1. PSHCE lessons will be used along with other lessons to teach pupils to understand and manage risks associated with terrorism and radicalisation, resist pressure, make safer choices and seek help if necessary.
 - 6.4.2. By promoting British values such as tolerance and respect as indicated above;
 - 6.4.3. Through citizenship, religious education and other relevant subject syllabus with focus on democracy, diversity, mutual respect and managing debates around contentious issues.
 - 6.4.4. Through the national curriculum, the school will also:
 - Teach our pupils a broad and balanced international history.
 - Represent the cultures of all of our pupils across the subject.
 - Teach a wide range of English and non-English literature.
 - Commemorate World War 1 and 2.
 - Demonstrate the historical importance of the Commonwealth.

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, thus 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.

7. Internet Safety

- 7.1. The internet provides children and young people with access to a wide-range of content, some of which is harmful. Extremists use the internet, including social media, to share their messages. The filtering systems used in our school blocks inappropriate content, including extremist content.
- 7.2. Pupils will be taught how to stay safe online, both in school and outside school. They will be taught to understand the risks posed by adults or young people who use the internet and social media to groom, abuse or radicalise other people, especially children, young people and vulnerable adults.

- 7.3. We also filter out social media, such as Facebook. Searches and web addresses are monitored and the ICT technicians will alert the DSL and Head where there are concerns and prevent further access when new sites that are unblocked are found.
- 7.4. Where staff, students or visitors find unblocked extremist content they must report it to the DSL who will in turn discuss it with the Head.

8. Visitors and visiting Speakers

- 8.1. The DSL has responsibility for ensuring that all visitors and visiting speakers, whether invited by staff or pupils, are suitable and appropriately supervised. Where appropriate the DSL will make enquiries of the agency/person who introduced the individual to the School and/or will undertake appropriate due diligence.
- 8.2. On the rare occasion that a visitor or visiting speaker will have unsupervised access to pupils they will need to be DBS checked.

9. Signs of Vulnerability

- 9.1. There are no known definitive indicators that a young person is vulnerable to radicalisation, but there are a number of signs that together increase the risk. Signs of vulnerability include but are not limited to:
 - 9.1.1. underachievement;
 - 9.1.2. being in possession of extremist literature;
 - 9.1.3. poverty;
 - 9.1.4. social exclusion;
 - 9.1.5. traumatic events;
 - 9.1.6. global or national events;
 - 9.1.7. religious conversion;
 - 9.1.8. change in behaviour;
 - 9.1.9. extremist influences;
 - 9.1.10. conflict with family over lifestyle;
 - 9.1.11. confused identity;
 - 9.1.12. victim or witness to race or hate crimes; and
 - 9.1.13. rejection by peers, family, social or faith groups.

10. Making a judgement

- 10.1. A part of our wider safeguarding responsibilities to identify signs of abuse we will be alert to early indicators of radicalisation or extremism. Although extremist behavior can be presented in many forms, we understand that the following are risk factors:

- 10.1.1. showing sympathy for extremist causes
- 10.1.2. Disclosure about extremist or radicalised behaviour by pupils
- 10.1.3. Using specific language associated with certain ideological views
- 10.1.4. Refusing to accept views expressed by others
- 10.1.5. Reference to extremism in a pupils work
- 10.1.6. Disassociation from existing friendship groups
- 10.1.7. Migration
- 10.1.8. glorifying violence;
- 10.1.9. making remarks or comments about being at extremist events or rallies outside school;
- 10.1.10. evidence of possession of illegal or extremist literature;
- 10.1.11. advocating messages similar to those coming from illegal organisations or other extremist groups;
- 10.1.12. out of character changes in dress, behaviour and peer relationships (but there are also very powerful narratives, programmes and networks that young people can come across online so involvement with particular groups may not be apparent);
- 10.1.13. secretive behaviour;
- 10.1.14. online searches or sharing extremist messages or social profiles;
- 10.1.15. intolerance of difference, including faith, culture, gender, race or sexuality;
- 10.1.16. graffiti, art work or writing that displays extremist themes;
- 10.1.17. attempts to impose extremist views or practices on others;
- 10.1.18. advocating violence towards others.

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

- 10.2.1. Has the pupil previously been a victim of race hate or religious crime?
- 10.2.2. Has the pupil experienced any major disagreements with their peers, family or faith groups, and leading to rejection, isolation or exclusion?
- 10.2.3. Does the pupil display an irregular and distorted view of religion or politics?
- 10.2.4. Does the pupil display a strong objection towards specific cultures, faiths or races?
- 10.2.5. Is there an irregular pattern of travel within the pupil's family?
- 10.2.6. Is there evidence of a relative or family friends displaying extremist views?

10.3. Critical indicators include where a pupil is:

- 10.3.1. In contact with extremist recruiters
- 10.3.2. Articulating support for extremist causes or leaders
- 10.3.3. Accessing extremist websites
- 10.3.4. Possessing extremist literature
- 10.3.5. Justifying the use of violence to solve societal issues

10.3.6. Joining extremist organisations

11. Contact details

- 11.1. Contact details of local partners and organisations which offer support and advice about extremism will be displayed prominently in the School.
- 11.2. These will include the local authority Prevent lead, the local Channel contact and the local police force, 101 and the DfE dedicated telephone helpline and mailbox for non-emergency advice for staff:
020 7340 7264 and counter-extremism@education.gsi.gov.uk.
- 11.3. Further information can be found at: <https://www.humberside.police.uk/prevent>

12. Channel

- 12.1. Channel is a key element of the Home Office's Prevent strategy, it is a multi-agency approach to protect people at risk from radicalisation.
- 12.2. 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. An individual's engagement with the programme is entirely voluntary at all stages.
- 12.3. Section 36 of the CTSA 2015 places a duty on local authorities to ensure Channel panels are in place. The panel must be chaired by the local authority and include the police for the relevant local authority area. Following a referral the panel will assess the extent to which identified individuals are vulnerable to being drawn into terrorism, and where considered appropriate and necessary consent is obtained, arrange for support to be provided to those individuals.
- 12.4. Section 38 of the CTSA 2015 requires partners of Channel panels (including proprietors of independent schools) to co-operate with the panel in the carrying out of its functions and with the police in providing information about a referred individual.
- 12.5. Guidance issued under section 36(7) and section 38 (6) of the CTSA 2015 in respect of Channel is available at:
<https://www.gov.uk/government/publications/channel-guidance>

13. Prevent

- 13.1. WBJs will always take allegations and concerns of radicalisation and/or terrorism seriously.

- 13.2. WBS will ensure that British Values are promoted regularly to encourage pupils to develop an appreciation of society.
- 13.3. The school will work with local religious and cultural organisations to instill a strong sense of identity in our pupils and celebrate a range of different religious and cultural festivals across the year giving every child the opportunity to take part.
- 13.4. The school will establish appropriate filters to protect children from terrorist and extremist material online, in accordance with the E Safety policy.
- 13.5. In accordance with Keeping Children Safe in Education 2019 and our Safeguarding/ Child Protection policy, pupils will be taught the importance of staying safe online through PSHCE lessons, E Safety assemblies and E Safety lessons. Alongside this WBS also offers an E Safety intervention for children who have been identified as needing additional support.

14. Monitoring and Review

- 14.1. This Policy will be reviewed by the Head and the DSL annually, in consultation with the Prevent Lead.
- 14.2. The effectiveness and implementation of this policy will be monitored by the DSL who will carry out an annual review for this purpose. For further information see the School's separate policy on Safeguarding.

15. Related Policies, Guidelines, Templates and Forms

- Anti-Bullying Policy
- Attendance Policy
- Equality & Diversity Policy
- School Behaviour Policy
- Safeguarding: Child Protection Policy & Procedures
- Safeguarding: Procedures for Dealing with Allegations of Abuse against Teachers & Other Staff
- Safeguarding: Safer Recruitment Policy & Procedure
- Safeguarding: Code of Conduct for School based Staff
- Whistleblowing Policy
- Lost or Missing Children Policy
- Acceptable use of ICT Policy
- PSHE Policy
- SMSC Policy
- Visitor Policy

Ownership and consultation	
Document sponsor (role)	Head Teacher
Specialist Advice	Aid4Charity

Audience	
Audience	Internal and external

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