

Prevent Duty Policy

OUR SCHOOL PRAYER:

What does the Lord ask of you?

To act justly, to love mercy and to walk humbly with your God.

Micah 6vs.8

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Statement of intent

In our school, our Christian vision shapes all we do. All members of the school community are committed to upholding the St Michael's Church of England Christian values:

- to show love, care, and kindness to all in our community
- to value what we have and to share with others
- to enable everyone to achieve their full potential.


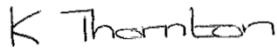

St Michael's Church of England High School recognises that students can be vulnerable to extremist ideology and radicalisation, and we are committed to protecting students from this risk as part of our safeguarding responsibilities.

Our commitment to safeguarding students 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 and to ensure that students are encouraged to regard people of all faiths, races, and cultures with respect and tolerance.

This policy relates to the potential radicalisation of students at our school. For guidance on specific terrorist incidents, please see our Lockdown Policy and procedures.

Signed by:

 _____	Headteacher	Date: <u>05.10.2023</u>
 _____	Co-Chair of governors	Date: <u>05.10.2023</u>
 _____	Co-Chair of governors	Date: <u>05.10.2023</u>

Date adopted	8 th October 2020
Date of review	5 th October 2023
Review date	October 2024

1. Legal framework

1.1 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
- Equality Act 2010
- Data Protection Act 2018
- UK GDPR
- DfE (2015) 'The Prevent duty'
- HM Government (2021) 'Revised Prevent duty guidance: for England and Wales'
- DfE (2023) 'Keeping children safe in education 2023'
- DfE (2023) 'The Prevent duty: safeguarding learners vulnerable to radicalisation'
- DfE (2018) 'Working Together to Safeguard Children'
- Home Office (2021) 'Channel Duty guidance: protecting people vulnerable to being drawn into terrorism'

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

- Full and Partial Lockdown Policy
- Child Protection and Safeguarding Policy
- Data Protection Policy
- Online Safety Policy
- Equality Information and Objectives Policy

2. Definitions

2.1 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 association 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.

3. Roles and responsibilities

3.1 The governing board will be responsible for:

- ensuring the appropriate measures are in place to protect pupils from radicalisation.
- ensuring the Prevent duty is seen as part of the school's wider safeguarding duties.

3.2 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 students are taught about British values through the curriculum.
- ensuring the school is a safe space in which students can understand and discuss sensitive topics, including terrorism and extremism, and are able to challenge these ideas.
- undertaking a risk assessment to determine whether students 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 vetted prior to them having access to students.
- ensuring appropriate prevent training is undertaken by each member of staff.

3.3 The DSL, and any deputies, are responsible for:

- handling any referrals to the Channel programme and supporting staff who make referrals to Channel.
- following up any referrals made to the Channel programme.
- provide advice and support to staff on protecting students from the risk of radicalisation.
- delivering staff training on the Prevent duty.
- working with external agencies to support students at risk of being drawn into terrorism.
- providing guidance to other staff members to help them support students 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 student leaving, e.g., if the student is currently receiving support through the 'Channel' programme and the information would allow the new setting to have support in place for when the student arrives.
- undertaking specific prevent awareness training and providing advice and support to other staff on protecting pupils from the risk of radicalisation.
- maintaining an awareness of the risks relating to extremism in the local area.
- maintaining a clear understanding of prevent reporting and referral mechanisms.

3.4 All staff members are responsible for:

- being alert to the risk factors of extremism and radicalisation and any changes in a student'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).
- 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 students who may be at risk of radicalisation and acting proportionately.

4. Safeguarding from extremism

- 4.1 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.
- 4.2 The school has a dedicated DSL that deals with any incidents of extremism and or terrorism within our school community.
- 4.3 As is the school's responsibility under law, we will do our utmost to safeguard our students from being drawn into extremism and terrorism.
- 4.4 The school has strong relationships with our local safeguarding partners and will not hesitate to involve them at the earliest opportunity if safeguarding issues arise.
- 4.5 The school encourages any student, parent, staff member, or member of the wider school community to let our DSL know if they have concerns about:
- students becoming radicalised
 - groups, clubs, or societies with extremist or radical views
 - friends and/or families of students becoming radicalised or involved in extremism
 - students planning to visit known areas of conflict
 - members of the school and wider community attempting to draw young and/or vulnerable students into extremism
- 4.6 Visitors and speakers coming into the school will be vetted prior to them having access to students.
- 4.7 All materials handed out to students, whether by teachers or visitors and speakers, will be checked by the headteacher.
- 4.8 Student-led groups, clubs, and societies will be subject to monthly unannounced inspections by our DSL.
- 4.9 The school will incorporate appropriate filtering and monitoring systems to limit pupils' exposure to online risks, including extremist content.
- 4.10 The DSL and ICT team will work together to ensure that there is a clear reporting process in place where filtering systems raise safeguarding or prevent-related concerns.

5. 'Channel' and 'Prevent'

- 5.1 Channel, a key element of the Home Office's Prevent strategy, is a multi-agency approach to protect people at risk from radicalisation.
- 5.2 As a school, we will work with the LA, local law enforcement, and religious and community leaders, to identify children vulnerable to radicalisation and to stamp out extremism if it arises. This includes identifying students to whom any of the following criteria applies:
- displaying feelings of grievance and injustice
 - feeling under threat
 - searching for identity, meaning, and belonging
 - displaying a desire for status amongst their peers

- displaying a desire for excitement and adventure
- displaying a need to dominate and control others
- displaying a susceptibility to indoctrination
- displaying a radical desire for political or moral change
- appearing susceptible to opportunistic involvement
- having family or friends involved in extremism
- appearing susceptible to being influenced or controlled by a group
- displaying relevant mental health issues

5.3 Referrals made to Prevent will first be handled by Prevent Case Management, which will screen for genuine vulnerabilities. The Prevent Case Management will decide whether further action is required and, if so, will either refer the issue to mainstream services as required or carry the investigation forward to a Channel panel which will gather further information from partners and agree on the support required. The school will ensure that information is shared as required.

5.4 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.

6. Preventing radicalisation

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

6.2 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.

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

6.4 Extremist propaganda is widely available online – the school will ensure that British values are promoted regularly to encourage students to develop an appreciation of society.

6.5 The school will work with local religious and cultural organisations to instil a strong sense of identity in our students, as well as a clear place and purpose within the school.

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

6.7 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.

6.8 In accordance with Keeping Children Safe in Education and our Child Protection and Safeguarding Policy, students will be taught about the importance of staying safe online through PSCE lessons.

- 6.9 The school is stronger thanks to our open, multi-faith, and multi-racial community. We will always aim to integrate and engage every child within the school community and in the wider community.
- 6.10 The school will celebrate a range of different religious and cultural festivals across the year giving every child the opportunity to take part.
- 6.11 The school will monitor and assess incidents that suggest students are engaging, or are at risk of engaging, in extremist activity and/or radicalisation.
- 6.12 Where a student has been identified as at risk of radicalisation, the school will take action proportionate to the incident or risk.

7. Making a judgement

7.1 Although extremist behaviour can be presented in many forms, the school understands the following as the most obvious risk factors:

- disclosure about extremist or radicalised behaviour by students – 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 that are counter to the school’s Equality Information and Objectives Statement
- documented concerns raised by parents or family members about the changing behaviour of the student
- references to an extremist narrative in students’ work
- disassociation from existing friendship groups
- a loss of interest in activities which they previously engaged in
- asking questions about identity, faith and belonging
- 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 racism or discrimination
- property damage
- refusal to cooperate with the requests of teachers or other adults

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

- Does the student have access to extremist influences through the internet?
- Does the student possess or actively seek extremist material?
- Does the student sympathise or support extremist groups or behaviour in their speech or written work?
- Does the student’s demeanour suggest a new social, religious, or political influence?
E.g., Through jewellery or clothing

- Has the student previously been a victim of a race hate or religious crime?
- Has the student experienced any major disagreements with their peers, family, or faith groups, leading to rejection, isolation, or exclusion?
- Does the student display an irregular and distorted view of religion or politics?
- Does the student display a strong objection towards specific cultures, faiths, or race?
- Is the student a foreign national awaiting a decision regarding deportation or immigration?
- Is there an irregular pattern of travel within the student's family?
- Has the student 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 student travelled for extended periods of time to international locations?
- Does the student have experience of poverty, disadvantage, discrimination, or social exclusion?
- Does the student display a lack of affinity or understanding for others?
- Is the student a victim of social isolation?
- Does the student have insecure, conflicted, or absent family relationships?

7.3 Critical indicators include where a student is:

- in contact with extremist recruiters
- articulating support for extremist causes or leaders
- accessing extremist websites
- possessing 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

7.4 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.

7.5 Staff will be trained to be vigilant toward the push and pull factors that could make a pupil vulnerable to being drawn into extremism or radicalisation.

7.6 Staff will look out for 'push factors' including where a pupil may be feeling:

- Isolated
- That they do not belong
- That they have no purpose
- Low in self-esteem
- That their aspirations are unmet
- Angry or frustrated
- A sense of injustice
- Confused about life or the world
- Real or perceived personal grievances

- 7.7 In conjunction with these push factors, staff will be aware of the ‘pull factors’ that could make extremist or terrorist groups and ideologies attractive to those experiencing the above feelings.
- 7.8 Staff will be aware that pull factors can include where extremist or terrorist groups:
- Offer a sense of community and a support network.
 - Promise fulfilment or excitement.
 - Make the pupil feel special and part of a wider missions.
 - Offer a very narrow, manipulated version of an identity that often supports stereotypical gender norms.
 - Offer inaccurate answers or falsehoods to grievances.
 - Encourage conspiracy theories.
 - Promote an ‘us vs. them’ mentality.
 - Blame specific communities for grievances.
 - Encourage the use of hatred and violent actions to get justice.
 - Encourage ideas of supremacy.

8. Making a referral

- 8.1 In accordance with the school’s Child Protection and Safeguarding Policy, if any member of staff has concerns about a student, they will raise this with the DSL.
- 8.2 Parents will be contacted to discuss the issue and investigate where there are any mitigating home circumstances, unless doing so would put the student 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.
- 8.3 In most cases, the DSL will refer case to the Channel programme where there is a radicalisation concern, as appropriate.
- 8.4 Staff members may make referrals using the Prevent national referral form if they deem it necessary – the DSL will be notified in all cases and will support staff members who do so.
- 8.5 Following a referral made to Prevent, a Channel panel will meet to discuss the referral, assess the risk and decide whether the person should be accepted into channel. The panel will be chaired by the LA and attended by multi-agency partners including the police, education professionals, health services, housing and social services. Staff members will be notified if they are required to attend a Channel panel following a referral made to Prevent.
- 8.6 The DSL will follow up any referrals and the student 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 student at further risk of harm.
- 8.7 If any concerns are raised, the DSL will contact the Channel programme to discuss further steps.
- 8.8 The DSL will record and retain all incidents for school records in accordance with the Data Protection Act 2018 and the GDPR, as outlined in the Data Protection Policy.

8.9 The police will be notified immediately if someone is about to put themselves or others in immediate danger, or if they appear to be involved in planning to carry out a criminal offence and the school's emergency procedures will be followed.

9. Promoting fundamental British values

9.1 Through the national curriculum, the school will:

- teach our students a broad and balanced international history
- represent the cultures of all of our students across the subject
- 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

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

- enable students to develop their self-knowledge, self-esteem, and self-confidence
- enable students to distinguish right from wrong and to respect the civil and criminal law of England.
- encourage students 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 students 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 students 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.

9.3 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 students 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 students.
- using opportunities such as general or local elections to hold mock elections to offer students the chance to engage in politics from an early age.
- offering a debate club to provide students with the opportunity to learn how to argue and defend points of view.
- using teaching resources from a wide variety of sources to help students understand a range of faiths.
- considering the role of extra-curricular activities, including any activity run directly by students, in promoting fundamental British values.

10. Training

- 10.1 All staff will attend safeguarding training including that which concerns preventing people from being drawn into terrorism or extremist groups. Prevent training will be provided annually and will be updated as required. Training will focus on the importance of following the 'Notice, Check, Share' protocol.
- 10.2 Staff will be provided with regular updates, notices and emails regarding Prevent and anti-extremism as required.
- 10.3 The SLT and DSL will receive additional support from local partnerships and training on local processes for Prevent. When identifying training needs, consideration will be given to the level of knowledge needed for different roles.
- 10.4 Records will be maintained of training provided to ensure that training needs are being met and kept up to date.
- 10.5 Training will be quality assured by the DSL and its effectiveness reviewed regularly. The school will make use of government quality assured prevent training resources.
- 10.6 Staff will be trained to be aware of and to identify concerning behaviour that may indicate a pupil is susceptible to radicalisation, e.g. voicing intolerant narratives.
- 10.7 Training will take account of, and be proportionate to, the risk of terrorism and extremism in the local area.
- 10.8 Further advice on training will be sought from the LA safeguarding team as appropriate.

11. Community links

- 11.1 The school will engage in annual community round-table discussions with local community and religious leaders and local law enforcement.
- 11.2 The school will include discussion about extremism and terrorism in our governing board meetings, where appropriate.
- 11.3 The school will operate an open-door policy for community members to report concerns.
- 11.4 The school will, where appropriate, partake in community festivals, religious celebrations, and other events.
- 11.5 The school will select a range of charities to support across the year that represent our school community, including local community groups.
- 11.6 The school will develop effective partnerships with local prevent leads, the police and the LA through multi-agency forums.
- 11.7 The school will maintain an up-to-date awareness of the risk and threat posed in the local area and the latest developments in best practice through local partnerships.

12. Monitoring and review

12.1 This policy is reviewed annually by the DSL and the headteacher.

121.2 The scheduled review date for this policy is October 2024.