Bishop Rawstorne Church of England Academy

Prevent Duty Policy

I have come in order that you might have life—life in all its fullness.

John 10:10

Aspire Believe Achieve

This policy document and the content contained therein remains the responsibility of the Headteacher, and Governing Body of the Academy. No amendments can be made without their express instruction and they remain the final arbiters in any matters relating to it.

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Review date: **March 2020**

Next review date: **March 2021**

Reviewed by: **Mr P Almond**

APPROVED BY Mr Almond – Assistant Headteacher – March 2020

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Statement of intent

<u>Bishop Rawstorne C of E Academy</u> deplores terrorism of every kind and of any radical ideology. We will do anything we can to protect our students from the threat of terrorism and will not tolerate extremism or radicalisation in our school.

Our zero-tolerance approach to extremism and terrorism includes interventions, exclusions and involving third parties such as the police.

We support and adhere to the latest 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 radicalisation of students at our school.

Signed by:

	Headteacher	Date:
	Chair of Governors	Date:

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

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

- Safeguarding & Child Protection Policy
- Radicalisation Risk Assessment
- Data Protection Policy
- Risk of Radicalisation – Incident Register
- Online Safety and Acceptable IT Use Policy
- Accessibility, Race and Gender Policy
- Equalities policy

2. Definitions

For the purpose of this policy:

2.1. **Extremism** – is defined as the holding of extreme political or religious views.

2.2. **Radicalisation** – is defined as the process by which an individual or group comes to adopt increasingly extreme political, social, or religious ideals and aspirations.

2.3. **Fundamental British values** – are a set of expected standards by which people resident in the UK must live.

3. Roles and responsibilities

3.1. 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 students are taught about British values through the curriculum.
- Undertaking a risk assessment to determine whether students are at risk of being drawn into terrorism.
- Identifying extremist risks in the local area.

3.2. The DSL, and the deputies, are responsible for:

- Handling any referrals to the Channel programme.
- Following up any referrals made to the Channel programme.
- 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.

3.3. All staff members are responsible for:

- Being alert to the risk factors of extremism and radicalisation.
- Raising any concerns with the DSL (or any deputies, in their absence).
- Engaging in staff training on the Prevent duty.

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 and deputy DSL's who deal 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 pupil, parent, staff member or member of the wider school community to let our DSL or one of the deputies 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.

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, whenever necessary, 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:

- Displaying feelings of grievance and injustice.

- Feeling under threat.

- Searching for identity, meaning and belonging.

- Who have a desire for status amongst their peers.

- Who have a desire for excitement and adventure.

- Displaying a need to dominate and control others.

- Who have a susceptibility to indoctrination.

- Displaying a radical desire for political or moral change.

- Who are susceptible to opportunistic involvement.

- Who have family or friends involved in extremism.

- Susceptible to being influenced or controlled by a group.

- With relevant mental health issues.

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. The school always takes allegations and concerns of radicalisation and/or terrorism seriously.

6.3. The school will help students 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 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.

6.6. The school will record all internet activity that takes place on site, and establish appropriate filters to protect children from terrorist and extremist material online.

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

6.8. 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.

6.9. The students will study a range of different religious and cultural festivals across the year.

6.10. The school will monitor and assess incidents which suggest students are engaging, or are at risk of engaging, in extremist activity and/or radicalisation.

6.11. Where a pupil 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 which are counter to the school's Equalities Policy.

- Documented concerns raised by parents or family members about the changing behaviour of the pupil

- 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

- Migration

- Events affecting their country or region of origin

- Alienation from UK values

- Grievance triggered by personal experience of racism or discrimination

- Inappropriate forms of dress

- Property damage

- Refusal to cooperate with the requests of teachers or other adults

7.2. 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 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 a race hate or 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?

7.3. Critical indicators include where a pupil 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 DSL and the deputies will undergo annual Prevent awareness training in order to provide advice and support to staff in safeguarding vulnerable people.

7.5. Staff will undergo annual Prevent awareness training, delivered by the DSL, in order to ensure that they are up-to-date to recognise indicators of radicalisation.

7.6. Staff, including the DSL and any deputies, will also undergo regular training in response to any updates.

8. Community links

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

8.2. The school will select a range of charities to support across the year which represent our school community, including local community groups.

9. Making a referral

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

9.2. 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.

9.3. In most cases, the DSL will refer case to the Channel programme where there is a radicalisation concern, as appropriate.

9.4. The LA's Channel panel will decide which support, if any, is required and arrange for this support to be implemented.

9.5. 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.

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

10. Promoting fundamental British values

10.1. Through the national curriculum, the school will:

- Teach our students a broad and balanced international and British history.

- Represent the cultures of all of our students across the subject.

- Commemorate World War 1 and 2, including the Holocaust.

- Demonstrate the historical importance of the Commonwealth.

10.2.   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.

- 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.

10.3.   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 teaching resources from a wide variety of sources to help students understand a range of faiths.

11. Policy review

11.1.   This policy is reviewed annually by the DSL.

The scheduled review date for this policy is March 2021.