



**Prevent  
Policy  
2020 - 21**

Document Control Information	
Document Title	Prevent Policy
Organisation / Site	Hawthorns School
Review Period :	Annual
Document Owner and Reviewer:	Head of Site
Approval Committee	Governors

Revision and Approval History					
Author	Summary of changes	Issue	Date Applicable From	Approved by	Date of Next Review
S Miah	Policy adoption	1	31/05/2019	Governors	31/05/2020
D Fitton	Document review and changes-site specific	2	2/12/2020	Governors	2/12/2021

Equality Impact	
<b>Statement</b>	<p>We welcome feedback on this document and the way it operates. We are interested to know of any possible or actual adverse impact that may affect any groups in respect of any of the equalities act 2010 protected characteristics.</p> <p>The person responsible for equality impact assessment for this document is the Director of Equality and Diversity.</p>
<b>Screening</b>	<p>This document has been screened by the Equality Team and the impact has been assessed as:</p> <p> <input type="checkbox"/> Not applicable  <input type="checkbox"/> Low  <input type="checkbox"/> Medium  <input type="checkbox"/> High </p>

## **1.Introduction**

Our School has a responsibility for all aspects of children's safety and well-being and our safeguarding responsibilities are wide to include all potential risks to children. This includes Radicalisation which refers to the process by which a person comes to support terrorism and forms of extremism.

From July 2015 all schools have a duty of care under section 26 of the Counter-Terrorism and Security Act 2015, to prevent radicalisation by having "due regard to the need to prevent people from being drawn into terrorism". This duty is known as the Prevent Duty.

Whilst this is likely to be a rare occurrence we will offer support and guidance to any child who appears vulnerable to exploitation of this kind – this may include making a referral to the Channel programme. The school will work with the LSCP as appropriate.

## **2.Scope of Policy**

This policy applies to all stakeholders. It sets our approach to Prevent.

## **3.Aim(s)**

The aim of this policy is to outline our approach to supporting the national 'Prevent' Agenda linked to the safeguarding of our learners and staff. This policy is written with reference to the Prevent Duty contained within Section 26 of the Counter Terrorism and Security Act 2015. The Duty states that specified authorities, including schools, in the exercise of their functions must have "due regard to the need to prevent people from being drawn into terrorism". Our aim is to help pupils:

- To develop and reinforce awareness of 'Prevent' in the School.
- To recognise current practice that contributes to the 'Prevent' agenda.
- To outline the process of risk assessment in the trust in order to identify areas for improvement in meeting the Prevent Duty.
- To clearly identify the processes involved in making a Prevent Agenda referral.
- To know their rights and responsibilities to understand themselves better and to encourage independence through clear practical information and guidance
- To protect themselves against sexual abuse and exploitation
- To identify sources of appropriate information and facilities for personal support
- To develop and maintain appropriate relationships with greater independence
- To access support from specialist staff to help with the specific issues around sexual behaviour
- To develop awareness of the link between rights and responsibilities
- To develop the ability to make informed choices and decisions
- To develop mutual and self-respect
- To develop an individual knowledge and understanding of the risks involved in particular behaviours, including internet use in this context.

#### **4.Awareness of the Prevent Agenda**

Prevent is one of the 4 elements of 'CONTEST', the government's counter-terrorism strategy. The 4 elements are:

Prevent: to stop people becoming terrorists or supporting terrorism

Pursue: to stop a terrorist attack

Protect: to strengthen our protection against a terrorist attack

Prepare: to mitigate the impact of a terrorist attack.

It aims to stop people becoming involved in violent extremism.

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

The Prevent Duty covers all forms of radicalisation, including risk from extremist faith groups, far right extremism and some aspects of non-violent extremism. Source:

<https://www.gov.uk/government/publications/prevent-duty-guidance>.

#### **5.Current School practice which contributes to Prevent**

The School Safeguarding Policy features reference to the Prevent agenda to ensure it is within the protective work we do to safeguard our learners, visitors and members of staff. If staff have a concern about a child or their family, they must follow the school's normal safeguarding procedures and record the concern on CPOMS using the Prevent tag. This must not be discussed with parents. The DSL will decide if other agencies should be contacted

Training sessions on specific and wider Prevent Agenda issues maximize the opportunities for expert input to develop staff awareness.

Our work to promote Equality and Diversity within School, through the RE and the curriculum incorporates British Values, contribute to good community relations and reduces the risk of radicalisation.

Hawthorns School will help to build pupil's resilience to radicalisation by:

- Providing a safe environment for debating controversial issues and helping them to understand the risks associated with terrorism and develop the knowledge and skills to be able to challenge extremist arguments
- Promoting the spiritual, moral, social and cultural development of pupils and within this fundamental British Values.
- Using the PSHE curriculum to help pupils to recognise and manage risk, make safer choices, resist pressures and to know who can help them
- Developing Citizenship skills to help pupils play a full and active part in society, allow them to weigh evidence, debate and make reasoned arguments

- Developing awareness of the diverse national, regional, religious and ethnic identities in the UK and the need for mutual respect and understanding

## **6.Prevent Risk Assessment**

The Prevent Duty Guidance requires all relevant institutions to conduct a regularly reviewed Prevent Risk Assessment and associated Action Plan.

All staff must assess the risk of children being drawn into terrorism, including visiting speakers and support for extremist ideas that are part of terrorist ideology. This means being able to demonstrate both a general understanding of the risks affecting children and young people in the area and a specific understanding of how to identify individual children who may be at risk of radicalisation and what to do to support them.

The general risks affecting children and young people vary from area to area, and according to their age. The local authority and local police help provide contextual information to help us to identify and understand the risks in our area so we can respond in an appropriate and proportionate way.

At the same time, we are aware of the increased risk of online radicalisation, as terrorist organisations such as ISIL seek to radicalise young people through the use of social media and the internet.

The School's Risk Assessment will be constructed and reviewed by the Senior Leadership annually with advice from the MAT lead.

A summary of the Risk Assessment and Action Plan will be reported annually to the Governors.

Activities and events which may pose a risk of radicalisation, including the presence of visiting speakers and the letting of school premises to outside groups, will be risk assessed using the School format.

## **7.Promotion of British Values**

The government set out their definition of British values in the 2011 Prevent Strategy. These were reinforced in September 2014 due to recent events. These new regulations will sit alongside the requirements of the Equalities Act, which also applies to all types of schools. Schools will be expected to focus on, and be able to show, how their work with pupils is effective in embedding fundamental British values.

We agree with the Department for Education's five-part definition of British values:

- i. democracy
- ii. the rule of law
- iii. individual liberty
- iv. mutual respect
- v. tolerance of those of different faiths and beliefs

## **8. Staff Training**

Our school DSL has undertaken Prevent Awareness training to enable Hawthorns School to provide annual training for all staff and governors on how to identify and protect children against the risks of radicalisation to challenge extremist ideas and to know how to act if they have a concern.

All staff complete mandatory online Prevent training. Channel online training is mandatory for all DSL's as well as all governors. Training evidence is kept by school and the MAT.

We are also supported by the SPOC for Prevent for the New Bridge MAT. Staff are trained to recognise and respond to any child who appears to be vulnerable to radicalisation following normal school safeguarding procedures.

All staff will be made aware of the signs and changes of behaviour that can indicate that a child is at risk of radicalisation such as:

- Being at a transitional time of life
- Showing feelings of grievance and injustice
- Feeling under threat
- Family or friend's involvement in extremism
- A need for identity, meaning and belonging
- Relevant mental health issues
- A desire for status
- A desire for excitement and adventure
- A need to dominate and control others
- Being influenced or controlled by a group
- Susceptibility to indoctrination
- Opportunistic involvement
- A desire for political change
- Sudden extreme polar changes in behaviour and/or appearance

Children who are at risk of radicalisation may have low self-esteem, or be victims of bullying or discrimination. Staff should also be aware of the increased risk of online radicalisation as terrorist organisations such as ISIL seek to radicalise young people through the use of social media and the internet.

## **9. Prevent Referrals**

A Prevent referral is a supportive activity which initially involves identification of any student or member of staff at risk of radicalisation. A referral should be made via a member of the Safeguarding Team, typically the Designated Safeguarding Lead, Deputy Designated Safeguarding Lead or the Director of Equality & Diversity (in the case of a member of staff at risk).

## **10. Working in Partnership**

The Prevent Duty builds on existing local partnership arrangements. We will offer support and guidance to any child who appears vulnerable to exploitation. We may seek advice from Social Care, the Police Practitioner (DC Tracey Hale) or The Prevent Engagement Officer. The incident may need to go to The Channel Programme who will decide what is the best course of action for that case. The school will work with the LSCP as appropriate.. The incident may need to go to The Channel Programme who will decide what is the best course of action for that case.

## **11. Referral to Channel**

The Counter-Terrorism and Security Act 2015 also places a duty on local authorities to ensure Channel panels are in place. The panel must include the local authority and chief officer of the local police. The Channel process is about safeguarding children, young people and adults from being drawn into committing terrorist-related activity. It is about early intervention to protect and divert people away from risk before a crime occurs. Channel is the name for the process of referring a person for early intervention and support,

The Channel programme is the government's multi-agency approach to protect people at risk from radicalisation. Early intervention is essential to protect and divert people away from the risk they may face of being drawn in to 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. This uses existing collaboration between local authorities, statutory partners (such as the education and health sectors, social services, children and youth services and offender management services), the police and the local community to:

- Refer - Identify individuals at risk of radicalisation or involvement in terrorism.
- Assess the nature and extent of that risk- how engaged are they? Do they have the intention and capability? The Channel Police Practitioner will screen referrals to see if the person is suitable for the Channel Programme.
- Support - Develop the most appropriate support plan for the individuals concerned, following a referral from the police and where considered appropriate and necessary consent is obtained.

Channel online training is mandatory for all DSL's as well as all governors. Training evidence is kept by school and the MAT.

## **12. Reporting Concerns about Terrorism**

If it is an emergency, dial 999. If you consider anything to be suspicious or connected with terrorism:

- Contact Greater Manchester Police on the non-emergency number 101 or Anti-Terrorist Hotline on 0800 789 321
- For more information contact Tameside Council's Prevent lead Integrated Neighbourhood Services Manager on 0161 342 3337

Any other concerns should be followed up via the normal school safeguarding procedures.

### **13. IT Policies**

Hawthorns School will ensure that our pupils are safe from terrorist and extremist material when accessing the internet in school. We will ensure that suitable filtering is in place. We will endeavour to equip our children to stay safe online, both in school and outside.

### **14. Sources and references**

- The Prevent Duty (April 2019)
- Keeping Children Safe in Education: Information for all school and college staff - DfE, July 2015  
[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/44759/5/KCSIE\\_July\\_2015.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/44759/5/KCSIE_July_2015.pdf)

### **15. Other useful documents**

- Anti-Bullying Policy
- Behaviour Policy
- Safeguarding and Child Protection Policy

### **16. Monitoring**

This policy will be monitored through the MAT's accountability framework.