Prevent Duty Policy

Tackling Extremism & Radicalisation

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Policy Statement

On 1 July 2015 the Prevent duty (section 26) of The Counter-Terrorism and Security Act 2015 came into force. This duty places the responsibility on local authorities and schools to have due regard to the need to prevent people from being drawn into terrorism.

St John's CE Primary School is fully committed to safeguarding and promoting the welfare of all its pupils. As a school we recognise that safeguarding against radicalisation is as important as safeguarding against any other vulnerability in today's society. All staff are expected to uphold and promote the fundamental principles of British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs. We believe that children should be given the opportunity to explore diversity and understand Britain as a multi-cultural society; everyone should be treated with respect whatever their race, gender, sexuality, religious belief, special need, or disability.

Our Tackling Extremism and Radicalisation Policy sets out our beliefs, strategies and procedures to protect vulnerable individuals from being radicalised or exposed to extremist views, by identifying who they are and promptly providing them with support. As part of our commitment to safeguarding and child protection we fully support the government's Prevent Strategy.

Links to other policies

The St John's CE Primary School Tackling Extremism and Radicalisation Policy links to the following school policies;

- Child Protection and Safeguarding
- Lockdown Procedures
- Data Protection Policy
- Online Safety Policy
- Equality Policy
- Lockdown Policy

The following national guidance should also be read when working with this policy:

- DfE (2023) 'The Prevent Duty: safeguarding learners vulnerable to radicalisation'
- Home Office (2023) 'Prevent Duty guidance: for England and Wales'
- DfE (2023) 'Keeping Children Safe in Education'
- DfE (2018) Working Together to Safeguard Children
- Children Act 1989
- Education Act 1996
- Equality Act 2010
- Counter-Terrorism and Security Act 2015
- Childcare Act 2006
- Data Protection Act 2018
- UK GDPR

- Home Office (2021) 'Channel Duty guidance: protecting people vulnerable to being drawn into terrorism'

Aims and Principles

This Policy is intended to provide a framework for dealing with issues relating to vulnerability, radicalisation and exposure to extreme views. We recognise that we are well placed to be able to identify safeguarding issues and this policy clearly sets out how the school will deal with such incidents and identifies how the curriculum and ethos underpins our actions.

The objectives are that:
- All governors, teachers, teaching assistants and non-teaching staff will have an understanding of what radicalisation and extremism are and why we need to be vigilant in school.
- All governors, teachers, teaching assistants and non-teaching staff will know what the school policy is on tackling extremism and radicalisation and will follow the policy guidance swiftly when issues arise.
- All pupils will understand the dangers of radicalisation and exposure to extremist views; building resilience against these and knowing what to do if they experience them.
- All parents/carers and pupils will know that the school has policies in place to keep pupils safe from harm and that the school regularly reviews its systems to ensure they are appropriate and effective.

The main aims of this policy are to ensure that staff are fully engaged in being vigilant about radicalisation; that they overcome professional disbelief that such issues will not happen here and ensure that we work alongside other professional bodies and agencies to ensure that our pupils are safe from harm.

Definitions and Indicators

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.

There is no such thing as a "typical extremist": those who become involved in extremist actions come from a range of backgrounds and experiences, and most individuals, even those who hold radical views, do not become involved in violent extremist activity.

Pupils may become susceptible to radicalisation through a range of social, personal and environmental factors ('pull factors') - it is known that violent extremists exploit vulnerabilities in individuals to drive a wedge between them and their families and communities.

Indicators of vulnerability include:
- Identity Crisis – the student / pupil is distanced from their cultural / religious heritage and experiences discomfort about their place in society;
- Personal Crisis – the student / pupil may be experiencing family tensions; a sense of isolation; and low self-esteem; they may have dissociated from their existing friendship group and become involved with a new and different group of friends; they may be searching for answers to questions about identity, faith and belonging;
- Personal Circumstances – migration; local community tensions; and events affecting the student / pupil's country or region of origin may contribute to a sense of grievance that is triggered by personal experience of racism or discrimination or aspects of Government policy;
- Unmet Aspirations – the student / pupil may have perceptions of injustice; a feeling of failure; rejection of civic life;
- Experiences of Criminality – which may include involvement with criminal groups, imprisonment, and poor resettlement / reintegration;
- Special Educational Need – students / pupils may experience difficulties with social interaction, empathy with others, understanding the consequences of their actions and awareness of the motivations of others.

However, this list is not exhaustive, nor does it mean that all young people experiencing the above are at risk of radicalisation for the purposes of violent extremism.

In conjunction with these 'push factors', staff should also be aware of the 'pull factors' that could make extremist or terrorist groups and ideologies attractive to those experiencing the above feelings.

Pull factors can include where extremist or terrorist groups:
- Offer a sense of community and a support network
- Promise of fulfilment or excitement
- Make the pupil feel special and part of wider missions
- 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.

Critical risk factors could include:
- Being in contact with extremist recruiters;
- Accessing violent extremist websites, especially those with a social networking element;
- Possessing or accessing violent extremist literature;
- Using extremist narratives and a global ideology to explain personal disadvantage;
- Justifying the use of violence to solve societal issues;
- Joining or seeking to join extremist organisations;
- Experiencing a high level of social isolation resulting in issues of identity crisis and / or personal crisis.

There are a number of behaviours which may indicate a child is at risk of being radicalised or exposed to extreme views. These include;

- Spending increasing time in the company of other suspected extremists.
- Changing their style of dress or personal appearance to accord with the group.
- Day-to-day behaviour becoming increasingly centred on an extremist ideology, group or cause.
- Loss of interest in other friends and activities not associated with the extremist ideology, group or cause.
- Possession of materials or symbols associated with an extremist cause.
- Attempts to recruit others to the group/cause.
- Communications with others that suggests identification with a group, cause or ideology.
- Using insulting to derogatory names for another group.
- Increase in prejudice-related incidents committed by that person – these may include

  - physical or verbal assault
  - provocative behaviour
  - damage to property
  - prejudice related ridicule or name calling
  - inappropriate forms of address
  - refusal to co-operate
  - condoning or supporting violence towards others.

Procedures for referrals

Although serious incidents involving radicalisation have not occurred at St John's CE Primary School to date, it is important for us to be constantly vigilant and remain fully informed about the issues which affect the local area, city and society in which we teach. Staff are reminded to suspend any 'professional disbelief' that instances of radicalisation 'could not happen here' and to be 'professionally inquisitive' where concerns arise, referring any concerns through the appropriate channels. (See appendix 1 – Dealing with referrals)

We believe that it is possible to intervene to protect people who are vulnerable. **Early intervention is vital** and staff must be aware of the established processes for front line professionals to refer concerns about individuals and/or groups. We must have the confidence to challenge, the confidence to intervene and ensure that we have strong safeguarding practices based on the most up-to-date guidance and best practise.

All schools are required to identify a Prevent Single Point of Contact (SPOC) who will be the lead within school for safeguarding in relation to protecting individuals from radicalisation and involvement in terrorism: this will normally be the Designated Safeguarding Lead (DSL). The SPOC for St John's CE Primary School is the Head teacher who is also the Desiganted Safeguarding Lead. When any member of staff has concerns that a pupil may be at risk of radicalisation or involvement in terrorism, they should speak with the Head teacher.

Numerous factors can contribute to and influence the range of behaviours that are defined as violent extremism, but most, young people do not become involved in extremist action. For this reason, the appropriate interventions in any particular case may not have any specific connection to the threat of radicalisation, for example they may address mental health, relationship or drug/alcohol issues.

The Head Teacher will decide the most appropriate course of action on a case-by-case basis and whether a referral to external agencies is needed

As with any child protection referral, staff must be made aware that if they do not agree with a decision not to refer, they can make the referral themselves and will be given the contact details to do this.

All concerns and incidents relating to extremism and radicalisation are to be logged on the 'SafeGuard' database following the same procedures as for all other CP and Safeguarding issues.

Governors, leaders and staff

The Head teacher / DSL is the point of contact for referrals relating to extremism and radicalisation. In the unlikely event that the Head teacher is not available, all staff know the channels by which to make referrals via the safeguarding board in the staffroom.

Staff will be fully briefed about what to do if they are concerned about the possibility of radicalisation relating to a pupil, or if they need to discuss specific children whom they consider to be vulnerable to radicalisation or extremist views.

The Head teacher / DSL will work in conjunction with the Pastoral Care Team and external agencies to decide the best course of action to address concerns which arise.

Prejudicial behaviour can be a factor in radicalisation and extremism. With this in mind, St John's CE Primary School has updated procedures for dealing with prejudicial behaviour, as outlined in the Behaviour Policy and Equality Policy.

St John's CE Primary school will incorporate appropriate filtering and monitoring systems to limit pupils' exposure to online risks, including extremist content. The DSL and IT Coordinator will work together to ensure that there is a clear reporting process in place where filtering systems raise safeguarding or prevent-related concerns.

The Role of the Curriculum

Our curriculum aims to be is "broad and balanced". It promotes respect, tolerance and diversity. Children are encouraged to share their views and recognise that they are entitled to have their own different beliefs which should not be used to influence others.

Our PSHE provision is embedded across the curriculum. It is recognised that children with low aspirations are more vulnerable to radicalisation and therefore we strive to equip our pupils with confidence, self-belief, respect and tolerance as well as setting high standards and expectations for themselves.

Children are regularly taught about how to stay safe when using the internet and are encouraged to recognise that people are not always who they say they are online. They are taught to seek adult help if they are upset or concerned about anything they read or see on the internet.

Staff Training

Through INSET opportunities in school, we will ensure that our staff are fully aware of the threats, risks and vulnerabilities that are linked to radicalisation; are aware of the process of radicalisation and how this might be identified early on and are aware of how we can provide

support as a school to ensure that our children are resilient and able to resist involvement in radical or extreme activities.

Visitors and the Use of School Premises

If any member of staff wishes to invite a visitor in the school, they must first inform the Head Teacher. Safeguarding checks including DBS and photo identification will be carried out.

If any agreement is made to allow non-school groups or organisations to use the premises, appropriate checks will be made before agreeing the contract. Usage will be monitored and in the event of any behaviour not in-keeping with the Tackling Extremism and Radicalisation Policy, the school will contact the police and terminate the contract.

Appendix 1 – Dealing with referrals

We are aware of the potential indicating factors that a child is vulnerable to being radicalised or exposed to extreme views, including peer pressure, influence from other people or the internet, bullying, crime and anti-social behaviour, family tensions, race/hate crime, lack of self-esteem or identity, prejudicial behaviour and personal or political grievances

In the event of prejudicial behaviour, the following system will be followed;

- All incidents of prejudicial behaviour will be reported directly to the Head teacher / DSL or Family Engagement Manager.

- All incidents will be fully investigated and recorded in line with the Behaviour Policy and records will be kept in line with procedures for any other safeguarding incident.

- Parents/carers will be contacted and the incident discussed in detail, aiming to identify motivating factors, any changes in circumstances at home, parental views of the incident and to assess whether the incident is serious enough to warrant a further referral. A note of this meeting is kept alongside the initial referral in the Safeguarding folder.

- The Head teacher / DSL will follow-up any referrals for a period of four weeks after the incident to assess whether there is a change in behaviour and/or attitude. A further meeting with parents would be held if there is not a significant positive change in behaviour.

- If deemed necessary, enquiries, concerns and referrals will be discussed and referred to the Single Point of Contact within Blackpool Council:

  Paul Turner - Head of Schools, Safeguarding and Inclusion

  Contact number: 01253 477564 / 07548 269748

  Kaya Haskayne – Head of Safeguarding and Principal Social Worker

  Contact number: 01253 477304 / 07342 703962

Appendix 2 - Staff Safeguarding Training

Type of Training	Delivered by	Delivered to	When and at what frequency
WRAP (Workshop to Raise Awareness of Prevent) 3	BCSB	SLT, Teachers and key support staff	Autumn term
Safer Recruitment Training	CWDU	SLT and SBM	Refreshed on 3-year basis.
Safeguarding and Child Protection Training Level 2	BSCB	Designated DSL	Refreshed on 2-year basis. Certificates held in school Safeguarding Folder
Safeguarding and Child Protection Training – Level 1	BCSB	All staff and governors	Autumn 2022 Refreshed every 3 years
The Prevent Duty	Thirsty Scholars online training	All staff	Autumn 2022 Refreshed on a 2-year basis
Looked After Children	Looked After Children Education Service	DSL for Looked after children	Refreshed on 2-year basis
Fire Safety Training	Blackpool Council Health & Safety Department	Site staff, SBM and Fire Wardens	Refreshed on 3-year basis