



Prevent Duty Policy

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Statement of Intent

Extol Trust recognises that learners can be susceptible to extremist ideology and radicalisation, and we are committed to protecting learners from this risk as part of our safeguarding responsibilities.

Our commitment to safeguarding learners against extremism, radicalisation and terrorism includes interventions and collaboration with other agencies including the police and individual Local Authorities where appropriate and as required.

We support and will adhere to guidance from the DfE which requires schools to actively promote fundamental British values in order to enable learners to challenge extremist views and ensure that learners are encouraged to regard people of all faiths, races and cultures with respect and tolerance.

This policy relates to the potential radicalisation of learners across all schools in our Trust. For guidance on specific terrorist incidents, please refer to individual schools Emergency Plans and Lockdown and Evacuation procedures.

1. Legal Framework

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
- Data Protection Act 2018
- UK GDPR
- DfE (2023) 'The Prevent duty'
- HM Government (October 2023) 'Prevent duty guidance: for England and Wales'
- DfE (2023) 'Keeping children safe in education 2023'
- DfE (2018) 'Working Together to Safeguard Children'
- Home Office (2023) 'Channel duty guidance: protecting people susceptible to being drawn into terrorism'

This policy operates in conjunction with the following Trust policies:

- Safeguarding and Child Protection Policy
- Data Protection Policy
- Online Safety Policy
- Equality Scheme and Equality Objectives
- Whistleblowing Policy

And School policies:

- Emergency Plan
- Lockdown and Evacuation Procedure

2. Definitions

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.

3. Roles and responsibilities

The Trust Board is responsible for:

- Ensuring the Home Office’s Prevent duty guidance: for England and Wales’ and the DfE’s general advice ‘The Prevent duty’ are followed
- Ensuring all schools have a coherent policy for the Prevent Duty
- Reviewing the school’s policies and procedures in conjunction with legislation and statutory guidance regarding the Prevent Duty

The Local Governing Body (LGB) will be responsible for:

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

The Headteacher (HT) will be responsible for:

- The overall implementation and management of this policy
- Ensuring the Prevent Lead (DSL) completes in-depth training, including on extremist and terrorist ideologies
- Ensuring every staff member is familiar with the scope of this policy
- Ensuring learners are taught about British values through the curriculum
- Ensuring the school is a safe space in which learners can understand and discuss sensitive topics, including terrorism and extremism, and are able to challenge these ideas
- Undertaking a risk assessment to determine whether learners are at risk of being drawn into terrorism, including online
- 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 learners

The Designated Safeguarding Lead (DSL), and any deputies, will be responsible for:

- Leading on Prevent
- Handling any referrals to the Channel programme and supporting staff who make referrals to Channel
- Following up any referrals made to the Channel programme
- Providing advice and support to staff on protecting learners from the risk of radicalisation

- Delivering appropriate staff training on the Prevent duty
- Working with external agencies to support learners susceptible of being drawn into terrorism
- Providing guidance to other staff members to help them support learners 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 child leaving, e.g. if the child is currently receiving support through the 'Channel' programme and the information would allow the new setting to have support in place for when the child arrives

All staff members will be responsible for:

- Being alert to the risk factors of extremism and radicalisation and any changes in a child'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)
- Engaging in staff training on the Prevent duty
- Using their professional judgement to identify learners who may be at risk of radicalisation and acting proportionately

4. Safeguarding from extremism

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.

The school has a dedicated DSL who deals with any incidents of extremism and/or terrorism within the school community. As is our responsibility under law, we will do our utmost to safeguard our children from being drawn into extremism and terrorism.

Each school within the Trust has a strong relationship with their local safeguarding partners and will involve them at the earliest opportunity if safeguarding issues arise.

Each school within the Trust will encourage any child, parent, staff member or member of the wider school community to speak to the DSL if they have concerns about:

- Learners becoming radicalised
- Groups, clubs or societies with extremist or radical views
- Friends and/or families of children becoming radicalised or involved in extremism
- Children planning to visit known areas of conflict
- Members of the school and wider community attempting to draw children susceptible to radicalisation into extremism

Visitors and speakers coming into our schools will be vetted prior to them having access to learners. All materials handed out to learners, whether by teachers or visitors and speakers, will be checked by the headteacher.

Groups, clubs and societies will be subject to unannounced inspections by our HT or DSL.

5. Channel and Prevent

Channel, a key element of the Home Office's Prevent strategy, is a multi-agency approach to protect people at risk from radicalisation. Each school within the Trust will work with their LA, local law enforcement, and religious and community leaders, to identify learners susceptible to radicalisation and to challenge extremism if it arises. This includes identifying learners 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

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.

A child's susceptibility to radicalisation can be linked to their vulnerability. They can be vulnerable if they need special care, support or protection because of their age, disability, risk of abuse or neglect. A child's vulnerabilities may be relevant to their susceptibility to radicalisation and to the early intervention approach that is required to divert them away from radicalisation.

6. Preventing radicalisation

Each school within the Trust will assess the risk of learners being drawn into terrorism through identifying the factors that affect children in their local area and knowing how to identify those at risk.

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.

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

Extremist propaganda is widely available online – the school will ensure that British values are promoted regularly to encourage learners to develop an appreciation of society. Each school within the Trust will work with local religious and cultural organisations to instil a strong sense of identity in children, as well as a clear place and purpose within each school community.

Each school within the Trust recognises that children’s parents and families are best placed to spot signs of radicalisation and, as such, will promote effective engagement with parents and families.

All internet activity that takes place on our school sites 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 learners from terrorist and extremist material online, in accordance with the Trust Online Safety Policy. In accordance with KCSIE and our Safeguarding and Child Protection Policy, learners will be taught about the importance of staying safe online through computing and PSHE lessons.

The Trust will always aim to integrate and engage every child within both the school and the wider community. A range of different religious and cultural festivals will be celebrated across the year giving every child the opportunity to take part.

Each school within the Trust will monitor and assess incidents which suggest learners are engaging, or are at risk of engaging, in extremist activity and/or radicalisation. Where a child has been identified as at risk of radicalisation, schools will take action proportionate to the incident or risk.

7. Making a judgement

Although extremist behaviour can be presented in many forms, each school within the Trust recognises the following as potential indicators of radicalisation or susceptibility to radicalisation:

- Disclosure about extremist or radicalised behaviour by learners – 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 is counter to the school’s Equality Scheme and Equality Objectives

- Documented concerns raised by parents or family members about the changing behaviour of a child
- References to an extremist narrative in a child's work
- Disassociation from existing friendship groups
- A loss of interest in activities in which they previously engaged
- 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 discrimination
- Property damage
- Refusal to cooperate with the requests of teachers or other adults

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

- Does the child have access to extremist influences through the internet?
- Does the child possess or actively seek extremist material?
- Does the child sympathise with, or support, extremist groups or behaviour in their speech or written work?
- Does the child's demeanour suggest a new social, religious or political influence, e.g. through jewellery or clothing?
- Has the child previously been a victim of discrimination or a religious crime?
- Has the child experienced any major disagreements with their peers, family or faith groups, leading to rejection, isolation or exclusion?
- Does the child display an irregular and distorted view of religion or politics?
- Does the child display a strong objection towards specific cultures, faiths or race?
- Is the child a foreign national awaiting a decision regarding deportation or immigration?
- Is there an irregular pattern of travel within the child's family?
- Has the child 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 child travelled for extended periods of time to international locations?
- Does the child have experience of poverty, disadvantage, discrimination or social exclusion?
- Does the child display a lack of affinity or understanding for others?
- Is the child a victim of social isolation?
- Does the child have insecure, conflicted or absent family relationships?

Critical indicators include where a child is:

- In contact with extremist recruiters.
- Articulating support for extremist causes or leaders.
- Accessing extremist websites.
- In possession of 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.

The DSL, and any deputies, will undergo regular Prevent awareness training in order to provide advice and support to staff on protecting learners from the risk of radicalisation. All staff should update their knowledge and skills at regular intervals, and at least annually. N.B. updates can include e-bulletins or be delivered by the DSL.

Each school within the Trust will encourage staff to engage with online government resources, including the website Educate Against Hate. All staff are expected to complete the relevant Prevent e-learning modules provided by the Home Office. New staff are expected to complete the Prevent duty training awareness e-learning module as part of their induction.

8. Making a referral

In accordance with the Trust's Safeguarding and Child Protection Policy, if any member of staff has any concerns about a child, they will raise this with the DSL (or deputy in their absence) in their school.

Parents will be contacted to discuss the issue and investigate where there are any mitigating home circumstances, unless doing so would put the child 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. In most cases, the DSL will refer the case to the Channel programme where there is a radicalisation concern, as appropriate.

Staff members will be informed that they may be asked to attend a Channel panel to discuss the child who has been referred to determine whether support is required. Each LA Channel panel will decide which support, if any, is required and arrange for this support to be implemented.

The DSL will follow up any referrals and the child will be monitored for a period of time to determine whether there have been any changes in behaviour. If any concerns are raised, the DSL will contact the Channel programme to discuss further steps.

The DSL will record and retain all incidents for school records in accordance with the Data Protection Act 2018 and the UK GDPR, as outlined in the Data Protection Policy.

9. Promoting fundamental British values

Through the national curriculum, each school within the Trust will:

- Teach learners a broad and balanced international history
- Represent the cultures of all of our learners
- 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

Through their social, moral, spiritual and cultural programme, each school within the Trust will:

- Enable learners to develop their self-knowledge, self-esteem and self-confidence
- Enable learners to distinguish right from wrong and to respect the civil and criminal law of England
- Encourage learners 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 learners 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 learners 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

Each school within the Trust 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 the curriculum
- Ensuring that all learners have a voice that is listened to, e.g. by demonstrating how democracy works via a school council whose members are voted for by the children
- Using opportunities such as general or local elections to hold mock elections to offer children the chance to engage in politics from an early age
- Using teaching resources from a wide variety of sources to help learners understand a range of faiths
- Considering the role of extra-curricular activities, including any activity run directly by learners, in promoting fundamental British values

10. Community links

Each school within the Trust will engage in community round-table discussions with local community and religious leaders, and local law enforcement. LGB meetings will include discussion about extremism and terrorism where appropriate.

Each school within the Trust will operate an open-door policy for community members to report concerns.

Where appropriate, schools will partake in community festivals, religious celebrations and other events.

11. Monitoring and review

This policy will be reviewed every three years by the Trust or in response to a change in legislation.

The next scheduled review date for this policy is July 2026.

All changes to this policy will be communicated to all relevant stakeholders.