



Prevent Policy

**Approved by the Management Committee
Hawkswood Group**

Future review due: June 2025
Ratified: July 2023

The Hawkswood Group

Prevent Policy

Background

This 'Preventing Radicalisation Policy' is part of our commitment to keeping children safe. Since the 'Education and Inspections Act 2006' schools have a duty to promote community cohesion. Over the last few years global events have led to a growth of extremist viewpoints, including advocacy of violent extremism. Schools have an important part to play in both educating children and young people about extremism and recognising when pupils start to become radicalised. In March 2015 new statutory duties were placed on schools by the 'Counter Terrorism and Security Act,' (2015) which means they must work to prevent children being drawn into extremism.

Safeguarding children from all risks of harm is an important part of a school's work and protecting them from extremism is one aspect of that.

Ethos

We ensure we promote tolerance and respect for all cultures, faiths and lifestyles through our school vision, values, expectations and curriculum. We have a duty to prepare our children for life in modern Britain and to keep them safe. Pupils who attend our school have the right to learn in safety. We do not tolerate bullying of any kind and will challenge derogatory language and behaviour towards others.

Statutory Duties

The duty to prevent children and young people being radicalised is set out in the following documents.

- Counter Terrorism and Security Act (2015)
- Keeping Children Safe in Education (2015)
- Prevent Duty Guidance (2015)
- Working together to Safeguard Children (2015)

Non-statutory Guidance

Promoting fundamental British values as part of SMSC in schools: Departmental advice for maintained schools, (DfE 2014).

Definitions

Extremism is defined in the 2011 Prevent strategy as vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs. We also include in our definition of extremism calls for the death of members of our armed forces, whether in this country or overseas.

Radicalisation refers to the process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups.

British Values are democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs.

Roles and Responsibilities

Role of The Management Committee

Management Committee will undertake appropriate training to ensure that they are clear about their role and the parameters of their responsibilities, including their statutory safeguarding duties. In line with the provisions set out in the DfE guidance 'Keeping Children Safe in Education, 2016'. The Quality of Education, Behaviour & Safeguarding Committee will monitor the implementation of this policy and its effectiveness. Governors will review this policy regularly (every three years) and

may amend and adopt it outside of this time frame in accordance with any new legislation or guidance or in response to any quality assurance recommendations pertaining to the delivery of this policy and the overall safeguarding arrangements made.

The nominated Safeguarding Governor will liaise with the safeguarding lead in each school about issues related to protecting children from radicalisation.

Role of the Headteacher/Head of School

It is the role of the Headteacher/Head of School to:

- ensure that the school and its staff respond to preventing radicalisation on a day-to-day basis,
- ensure that the school's curriculum addresses the issues involved in radicalisation
- ensure that staff conduct is consistent with preventing radicalisation

Role of Designated Safeguarding Lead

It is the role of the designated safeguarding lead to:

- ensure that staff understand the issues of radicalisation, are able to recognise the signs of vulnerability or radicalisation and know how to refer their concerns
- receive safeguarding concerns about children and young people who may be vulnerable to the risk of radicalisation or are showing signs of radicalisation
- make referrals to appropriate agencies with regard to concerns about radicalisation
- liaise with partners, including the local authority and the police
- report to the governing body on these matters

Role of Staff

It is the role of staff to understand the issues of radicalisation and know how to refer their concerns.

Curriculum

Our curriculum promotes respect, tolerance and diversity. We are committed to ensuring that our pupils are offered a broad and balanced curriculum that aims to prepare them for life in modern Britain. Children and young people 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 (Personal, Social and Health Education), Relationship and health and SMSC (Spiritual, Moral, Social and Cultural) provision is embedded across the curriculum, and underpins the ethos of the school. Teaching the schools' core values alongside the fundamental British values supports quality teaching and learning, whilst making a positive contribution to the development of a fair, just and civil society.

Internet Safety

The internet provides children and young people with access to a wide-range of content, some of which is harmful. 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.

Extremists use the internet, including social media, to share their messages. The filtering systems used in our school blocks inappropriate content, including extremist content.

Staff Training

All staff will be given training to help them understand the issues of radicalisation, are able to recognise the signs of vulnerability or radicalisation and know how to refer their concerns. This

information also forms part of safeguarding induction training. Staff are updated as part of the annual safeguarding training and termly quizzes, or through briefings if guidelines or legislation change prior.

Safer Recruitment

We ensure that the staff we appoint to the school are suitable, our recruitment procedures are rigorous and we follow the statutory guidance published in part 3 of *Keeping Children Safe in Education (2015)*. Vetting and barring checks are undertaken on relevant people, including governors and volunteers.

Visitors

Visitors to the school are made aware of our safeguarding policies and are provided with information detailing what to do if they are concerned about any aspect of child welfare.

Signs of Vulnerability

There are no known definitive indicators that a young person is vulnerable to radicalisation, but there are a number of signs that together increase the risk. Signs of groups statistically at higher risk of vulnerability include:

- underachievement
- being in possession of extremist literature
- poverty
- social exclusion
- traumatic events
- global or national events
- religious conversion
- change in behaviour
- extremist influences
- conflict with family over lifestyle
- confused identity
- victim or witness to race or hate crimes
- rejection by peers, family, social groups or faith

Recognising Extremism

Early indicators of radicalisation or extremism may include:

- showing sympathy for extremist causes
- glorifying violence, especially to other faiths or cultures
- making remarks or comments about being at extremist events or rallies
- evidence of possessing illegal or extremist literature
- advocating messages similar to illegal organisations or other extremist groups
- out of character changes in dress, behaviour and peer relationships (but there are also very powerful narratives, programs and networks that young people can come across online so involvement with particular groups may not be apparent)
- secretive behaviour
- online searching or sharing extremist messages or social profiles
- intolerance of difference, including faith, culture, gender, race or sexuality
- graffiti, art-work or writing that displays extremist themes
- attempts to impose extremist views or practices on others
- verbalizing anti-Western or anti-British views
- advocating violence towards others

Schools ensure that they maintain regular communication with the child's family and have a sense of what is happening outside school for children. This is in order that any potential PREVENT issues concerning wider family or immediate community which could impact on children and young people are identified and acted upon in a timely way

Referral Process

Staff and visitors to the school must refer all concerns about children and young people who show signs of vulnerability or radicalisation must be passed to the Designated Safeguarding Lead using

the schools safeguarding referral systems. Where there are significant concerns about a pupil the Designated Safeguarding Lead will make a referral to the appropriate body.

Further Advice and Support

Prevent Duty Guidance: <https://www.gov.uk/government/publications/preventduty-guidance>

Channel Guidance: <https://www.gov.uk/government/publications/channelguidance>

Monitoring, evaluation and review

The Quality of Education, Behaviour & Safeguarding Committee and the Management Committee will assess the implementation and effectiveness of this policy. The policy will be promoted and implemented across all schools in the federation.

This Policy will be reviewed by the Quality of Education, Behaviour & Safeguarding Committee and the Management Committee and must be signed by the Chair of the Board of Trustees and Headteacher.

Adherence to the policy will be monitored by the school's local governing body, at least annually, through the annual safeguarding report.