



## PREVENT DUTY POLICY

Role	Person	Responsibilities
Prevent Lead(s)	Sherrie Page (DSL) Jayne Grainge (Deputy DSL)	To lead Prevent and ensure implementation of policy
Prevent Governance	Paul Easterbrook	To oversee Prevent across the Wishford group.
Prevent Curriculum Lead Director of Studies	Alison McHugh	To ensure the curriculum pays credence to Prevent and all its implications
PSHEE co-ordinator	Alison Mc Hugh	To ensure policy covers all aspects of Prevent
School Business Manager	Sarah Handy	Responsible for checking premises lettings in regards to the Prevent Duties
Visits coordinator	Chloe Slim and Sarah Handy	Responsible for checking all visitors to the school and any external venues used

### 1. Introduction

Wishford Schools recognises its duty under section 26 of the Counter-Terrorism and Security Act 2015 to have 'due regard to the need to prevent people being drawn into terrorism'. This is known as the 'Prevent Duty'.

This policy has therefore been developed in accordance with the principles established by the Counter Terrorism and Security Act July (2015) and also the Children Acts 1989 and 2004; the Education Act 2002, and in line with government publications:

- Prevent Duty Guidance: for England and Wales (March 2015),
- The Prevent Duty: Departmental Advice for schools and childminders (June 2015),
- The Use of Social Media for on-line radicalisation (July 2015),
- Working Together to Safeguard Children (July 2018),
- Revised Safeguarding Statutory Guidance
- Framework for the Assessment of Children in Need and their Families (2000) and
- What to do if you are worried a Child is being Abused (March 2015).

The guidance also reflects: "Keeping Children Safe in Education" (September 2018) and our responsibilities with regard to the Prevent Strategy.

This policy should be read in conjunction with the School's Safeguarding (Child Protection) Policy and Prevent Duty should be seen as part of our existing safeguarding framework.

Wishford Schools accepts the Department for Education's definition of extremism 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. Terrorist groups very often draw on extremist ideas developed by extremist organisations'.

The purpose of our Prevent Duty Policy is, therefore, to combat the radicalisation of potentially vulnerable youths by protecting them from extremist views, and combating those views should they arise within the remit of the Wishford Schools.

Furthermore the Group will strive to offer support to those staff or pupils who have been exposed to such material.

Fulfilling this duty involves the undertaking of efforts to identify potentially radicalising factors and material (including access to it, i.e. the internet, and specific sites) and potentially vulnerable youths, as well as the management of these risks through: existing safeguarding measures, the teaching of British values, and the providing of a system of support and guidance.

The Wishford Schools wishes to emphasise that the Prevent Duty Policy is not intended to stop pupils debating controversial issues. It simply wishes to provide a safe environment within which they can do so, while also making them aware of the risks associated with terrorism, thereby providing them with the knowledge and skills to be able to challenge and reject extreme arguments

In the Early Years Department the statutory framework for the Early Years Foundation Stage sets standards for learning, development and care for children from 0-5, thereby assisting their personal, social and emotional development and understanding of the world.

## **2. Aims:**

- To ensure all staff understand the risks of radicalisation within our School and how this risk may change from time to time.
- To ensure staff are aware of the Prevent Strategy and are able to protect children and young people who are vulnerable or may be at risk of being radicalised.
- Educate pupils on the appropriate use of social media and the dangers of downloading and sharing inappropriate material including that which is illegal under the Counter Terrorism Act.
- Ensure that pupils are unable to access any inappropriate internet sites whilst using the school computers / laptops through the use of appropriate filtering, firewalls and security settings.
- Educate pupils through lessons and assemblies on the concepts of radicalisation and extreme ideology.
- Inform pupils on the importance of Internet Safety both through the ICT curriculum and PHSE education.
- Ensure staff are trained to be vigilant in spotting signs of extremist views and behaviours and that they always report anything to the DSL which may suggest a pupil, another staff member or a visitor is expressing opinions which may cause concern.
- Ensure staff understand the importance of monitoring pupil absences and promptly address concerns about irregular absence with parents and / or carers.

Whilst following the Prevent Strategy the School also maintains its mission for diversity to be a core part of all that it does. The School places a strong emphasis on the common values that all communities share such as self-respect, understanding, tolerance and the sanctity of life. Pupils are taught to respect and value diversity as well as understanding how to make safe, well-considered decisions.

### **Classroom practices include:**

- developing questioning techniques to open up safe debate;
- building confidence to promote honesty about a plurality of views;
- ensuring freedom of expression and freedom from threat;
- debating fundamental moral and human rights principles;
- promoting open respectful dialogue;
- affirming multiple identities. Personal, Social, Health and Citizenship lessons are an effective way of providing pupils with time to explore sensitive or controversial issues, and equipping them with the knowledge and skills to understand and manage difficult situations.
- promoting knowledge, skills and understanding to build the resilience of learners; • exploring controversial issues.
- recognising local needs.
- challenging extremist narratives. • promoting universal rights;
- promoting critical analysis.
- promoting pro-social values

- The school promotes Schemes of Work that provide opportunities for pupils to engage in issues that raise awareness.

### 3. Staff Training

In order for schools and childcare providers to fulfil the Prevent Duty it is essential that staff receive adequate training so that they are able to identify children who may be vulnerable to radicalisation, and know what to do when they are identified.

The Designated Safeguarding Leads (DSLs) of the Group schools must undertake Prevent awareness training. The suggested course is the 'Workshop to Raise Awareness of Prevent (WRAP).

Ideally other members of Staff will also attend either the above workshop or a similar one.

As a minimum all Staff should read the online general awareness training module provided by 'Channel', an early stage support system for those pupils identified as being potentially vulnerable to radicalisation.

If a member of staff has a concern about a particular pupil they should follow the school's normal safeguarding procedures, (as laid out in the School's Safeguarding & Child Protection Policy). including discussing with the school's designated safeguarding lead, and where deemed necessary, with children's social care staff (see Safeguarding & Child Protection Policy)

If staff have further concerns about a pupil they can, in accord with their Channel training, refer the pupil to the Channel Programme.

There is no single way of identifying an individual who is likely to be susceptible to an extremist ideology. Therefore staff must use their professional judgement in identifying children who might be at risk of radicalisation and act proportionately.

**Risk Assessments** - The DSL is responsible for carrying out regular risk assessments to assess the risks of pupils being drawn into terrorism, including support for extremist ideas which are part of terrorist ideology. The DSL will also use regular risk assessments to demonstrate his / her understanding of the risks and how to identify pupils who may be at risk of radicalisation.

**Hiring & Lettings** - Any organisations or individuals wishing to hire the School will be "open source" checked to confirm that they do not have any extreme or radical views. This requirement will also be included in any Letting Agreements.

### 4. Visiting Speakers

In order to safeguard pupils from visitors to the School who may have extreme or radical views the School will:

- Ensure all visiting speakers, even those recommended by students, are checked and found to be suitable before being formally invited by a member of Staff.
- Take immediate action if any individual or group is perceived to be attempting to influence members of the School community, either physically or electronically.
- "Open source" check any organisations who wish to have relationships with the School, particularly those in the voluntary sector.

The member of staff inviting the speaker must assess the risk of the speaker bringing terrorist or extremist material into the school or exposing our students to the threat of radicalisation.

Checks on speakers could include internet searches, personal recommendations and working with respected public organisations. Where a risk assessment indicates that a speaker may warrant closer attention, their invitation should be discussed with the Deputy Head and a referral to the Police may be appropriate.

The scope of the checks will be determined by the frequency and nature of the visits. One off or very occasional visitors can be subjected to "preliminary" checks as detailed in this policy, risk assessed and supervised. Regular visitors must be subjected to the full rate of employment checks as prescribed by Part 4 of the ISI Handbook.

Evidence of checks made should be stored in the central “Visiting Speakers” file in the form of emails, screen shots or internet searches etc.

On arrival at the school, all visiting speakers must sign in at reception and wait there to be collected by a member of staff and accompanied to the appropriate venue. Speakers should sign out when leaving the school and return all ID material.

## **5. Safeguarding**

Protecting children from the risk of radicalisation is part of the Group’s wider safeguarding duties, and should be treated in the same vein as protecting children from other harms (e.g. drugs, gangs, neglect, sexual exploitation), whether these come from within the school, the family, or outside influences.

Staff must be alert to changes in children’s behaviour which could indicate that they may be in need of help or protection. Children at risk of radicalisation may display different signs or seek to hide their views.

The DSLs must receive appropriate training (see 2.2).

It is the responsibility of the DSLs to raise awareness of the risks of radicalisation amongst the staff and ensure that Staff safeguarding training (see Child Protection Policy) takes the Prevent Duty into account.

The Local Authority and the Police will be able to provide help and advice if necessary, as well as contextual information to further help understand and identify the potential risks.

## **6. Promotion of British Values**

The Group will seek to build pupils’ resilience to radicalisation through the promotion of fundamental British values and democratic principles, thus enabling them to challenge extremist views within a safe and informed environment.

PSHEE classes will be utilised as an effective means of providing pupils with the time and opportunity to explore and engage with such controversial issues as radicalisation and extremism, equipping them with the knowledge and ability to understand and manage difficult situations.

PSHEE classes should, therefore, directly address the issues raised by the Prevent Duty, as well as teaching pupils about British values, Democracy and how the government works, and British law.

It is important for pupils to engage with political and national events and developments, and all efforts should be made to incorporate these into both curricular and extra-curricular activities. For instance, the holding of mock political debates around elections.

The Group also promotes respect and sensitivity for other cultures and peoples through both the curriculum and extra-curricular activities.

Many elements of British values will already be taught within a range of subjects in the curriculum.

## **7. ICT Use**

All pupils and staff must be aware of the potential dangers of the availability online of extremist doctrines and be alert to the risk of radicalisation.

Such material should, as far as possible, be made inaccessible through appropriate filtering.

Where this fails any interaction with extremist websites or materials must be recorded and reported. The DSL should then talk to the pupil or member of staff in question.

## **8. Related Policies and Further Guidance**

Related Policies: Child Protection Policy, Curriculum Policy (in regard to PSHE and the inclusion of British values within a range of subjects).

Further guidance can be found at:

Prevent Duty:

- [https://www.gov.uk/government/uploads/system/uploads/attachment\\_](https://www.gov.uk/government/uploads/system/uploads/attachment_)

- <data/file/439598/prevent-duty-departmental-advice-v6.pdf> Channel Awareness

Training:

- [http://course.ncalt.com/Channel\\_General\\_Awareness/01/index.html](http://course.ncalt.com/Channel_General_Awareness/01/index.html)

UK Safer Internet:

- <http://www.saferinternet.org.uk/> Promoting British Values:
- <https://www.gov.uk/government/news/guidance-on-promoting-britishvalues-in-schoolspublished>

DfE dedicated radicalisation hotline:

- 020 7340 7264

## 9. Approval & Review

This policy was approved by the Proprietor. It will be reviewed every two years or as necessary following a change in regulation.



Signed: Sam Antrobus  
Chairman