



**Shaw  
Education  
Trust**



# Prevent Policy

**Preventing the radicalisation of young people**

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# 1 Introduction

This policy is written in line with expectations from DfE, i.e. Section 26 of the Counter-Terrorism and Security Act 2015 and Ofsted, i.e. Education Inspection Framework (EIF) 2022. Section 26 states that for specified authorities, in the exercise of their functions, they must have due regard to the need to prevent people from being drawn into terrorism.

Schools have a large part to play in this and to ensure that all pupils are protected and prevented from being radicalised. Certain extremist groups do attempt to radicalise young people to have them hold extreme views, such as justifying political, religious, sexist or racist violence, or to steer them into a rigid and narrow ideology that is intolerant of diversity and leaves them vulnerable to future radicalisation.

Our academy is committed to providing a safe environment for all our pupils and as such we ensure that all our safeguarding procedures and practices are of the highest quality. Protecting pupils from the risk of radicalisation falls within our safeguarding procedures and as such is linked with the practices from many of our policies including our Safeguarding & Child Protection Policy.

Our academy has zero tolerance for any extremist opinions and behaviours from any of our community members which in any way may discriminate against others. It is important to note that we encourage healthy debate about many issues but always through an understanding and respect for the opinion of others and as long as they do not fall within those of extremist views as defined in the next section of this policy.

This policy draws on the advice and guidance of a variety of sources, including; the revised Prevent Duty Guidelines (2019), Prevent Duty for schools, Channel Duty Guidance, Channel Vulnerability Framework, Promoting British values as part of SMSC in schools, and Pacey (Professional Association for Childcare and Early Years).

"This policy has been equality impact assessed and we believe in line with the Equality Act 2010. It does not have an adverse effect on race, gender or disability equality."

# 2 Definitions

**Extremism** – (in this context) either 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. Also

included is the call for deaths of armed forces, whether in this country or overseas.

**Radicalisation** – the process of causing someone to become a supporter of terrorism or forms of extremism that leads to terrorism.

**Terrorism** – an action that endangers or causes serious violence or damage to people or property, or seriously interferes with, or disrupts, an electronic system. The action must be intended to influence the government or to intimidate the public and is made for the purpose of advancing a political, religious or ideological cause.

### 3 Legislation and Guidance

The Prevent Duty guidance, revised by the Government in 2015, is part of the Government's overall counter-terrorism strategy. The aim of the Prevent strategy is to reduce the threat to the UK from terrorism by stopping people becoming terrorists or supporting terrorism, simply expressed as the need to "prevent people from being drawn into terrorism".

The Prevent strategy has three specific strategic objectives:

- respond to the ideological challenge of terrorism and the threat we face from those who promote it
- prevent people from being drawn into terrorism and ensure that they are given appropriate advice and support
- work with sectors and institutions where there are risks of radicalisation that we need to address

The Counter Terrorism and Security Act of 2015 placed 'Prevent' on a statutory footing and schools and colleges have been given guidelines on implementing the Prevent Duty for Schools. In addition, responsibility was placed on Local Authorities to carry out the following, which is a key component of the work of Channel (see Reporting Concerns section of this document):

- Work in partnership with other agencies, including schools, to assess the risk of individuals being drawn into terrorism
- Ensure from this risk assessment, an action plan is produced
- Train staff appropriately to deal with these matters

## 4 Channel

Channel is a programme which focuses on providing support at an early stage to people who are identified as being vulnerable to being drawn into terrorism. The programme uses a multi-agency approach to protect vulnerable people by:

- identifying individuals at risk
- assessing the nature and extent of that risk
- developing the most appropriate support plan for the individuals concerned

Each local authority is responsible for having Channel as one of their services to which anyone can make a referral including family members, and a wide range of services. Each referral is screened for suitability undertaken by the local authority and if deemed appropriate, further action will occur including communication and consent with the individual to initiate a Panel. The Panel will then decide what, if any, support is needed to protect the individual. Each LA will have their own systems and forms for referrals.

## 5 Prevent Duty for Schools

The statutory guidance on the Prevent duty summarises the requirements on schools in terms of four general themes: risk assessment, working in partnership, staff training and IT policies.

### **Risk Assessment**

Schools are expected to assess the risk of children being drawn into terrorism, including 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. When a member of staff has concerns about a pupil who may be at risk of radicalisation, (details in section entitled, 'Identifying young people who may be at risk of radicalisation') the normal safeguarding procedures of reporting are implemented and a risk assessment is conducted to determine the level of risk a pupil may be at and subsequent actions to be taken.

These actions may be anything from monitoring the pupil further, to a referral to Channel due to serious concerns about radicalisation. Our academy risk assessment is at the end of this document in Annex A.

## **Working in Partnership**

The Prevent duty builds on existing local partnership arrangements. Multi-agency Safeguarding Partnerships which replaced Local Safeguarding Children Boards, are responsible for co-ordinating what is done by local agencies for the purposes of safeguarding and promoting the welfare of children in their local area. As such we, as an academy, ensure our lines of communication with the LA are effective. Other partners, in particular the police and also civil society organisations, are also able to provide advice and support to schools on implementing the duty.

Effective engagement with parents / the family is also important as they are in a key position to spot signs of radicalisation. It is important to assist and advise families who raise concerns and be able to point them to the right support mechanisms.

## **Staff Training**

All staff at our academy receive regular safeguarding training including at induction. This includes information and guidance about our role in protecting our pupils from the risk of radicalisation. Our Designated Safeguarding Lead receives further training to ensure that we have staff who can advise and support colleagues within the school as well as parents/carers.

An online general awareness training module on Channel is available. The module is suitable for school staff and other front-line workers. It provides an introduction to the topics covered by this advice, including how to identify factors that can make people

All our staff have access to online resources and training modules on as part of The Shaw Education Trust and in addition other training/resources are available, such as; Introduction to Prevent, Prevent Referrals, Channel awareness and the Home Office has developed a core training product to assist professionals named WRAP (Workshop to Raise Awareness of Prevent).

## **IT Policies**

Our academy ensures that suitable monitoring and filtering procedures of our network and IT systems are in place to ensure our pupils are not able to access and are safe from terrorist and extremist material when accessing the internet in schools.

We have a comprehensive Online Safety Policy (E-Safety) which outlines the measures we take to educate and equip our pupils with the skills and knowledge of keeping safe online. In addition, our curriculum includes taught aspects in a variety of subjects and methods, on how to be safe and build resilience against any vulnerabilities towards possible radicalisation. General advice is taken from a range of sources including Safer Internet use.

## **6 Identifying pupils who may be at risk of radicalisation**

There is no single way of identifying an individual who is likely to be susceptible to a terrorist ideology. As with managing other safeguarding risks, staff should be alert to changes in a pupil's behaviour which could indicate that they may be in need of help or protection. Pupils at risk of radicalisation may display different signs or seek to hide their views. School staff should use their professional judgement in identifying pupils who might be at risk of radicalisation and act proportionately.


Even very young pupils may be vulnerable to radicalisation by others, whether in the family or outside, and display concerning behaviour. The Prevent duty does not require teachers or childcare providers to carry out unnecessary intrusion into family life but as with any other safeguarding risk, they must take action when they observe behaviour of concern.

The Channel Vulnerability Assessment Framework indicates some possible signs but emphasises that it should not be assumed that the characteristics necessarily indicate that a person is either committed to terrorism or may become a terrorist. It highlights three 'dimensions': engagement, intent and capability, which are considered separately. However, it must be noted that a pupil could be engaged with an extremist group but have neither the intent of capability to act. Likewise, a pupil may have the engagement with a group, an intent but possibly not have the capability to act.

Staff are always vigilant to any sign that may concern them about a child. Possible signs of radicalisation are below but not exclusive only to this:

Pupils exhibiting behaviour display:

- Being secretive about online behaviour
- A change of appearance and/or abnormal routines
- Feelings of grievance and injustice of feeling under threat
- A need for identity, meaning and belonging
- A desire for status, excitement and adventure
- A need to dominate and control others

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- A relevant mental health issue
  - Over-identification with a group or ideology
  - ‘Them and Us’ thinking
  - Questioning faith or identity
  - Losing interest in things they used to enjoy
  - Disclosures of their exposure to the extremist actions, views or materials of others outside of school, such as in their homes or community groups, especially where students have not actively sought these out

In addition, staff may notice or be aware of:

- Family or friends of the pupil being involved in extremism
- Graffiti symbols, writing or artwork promoting extremist messages or images
- Pupils accessing extremist material online, including through social networking sites
- Parental reports of changes in behaviour, friendship or actions and requests for assistance
- Local schools, Local Authority services, and police reports of issues affecting pupils in other schools or settings

## **7 Building Resilience against possible radicalisation**

We can build pupils’ resilience to radicalisation by providing a safe environment for debating controversial issues and helping them to understand how they can influence and participate in decision-making. We already promote the spiritual, moral, social and cultural development of pupils and, within this, fundamental British values. Promoting British values as part of SMSC in schools.

Personal, Social and Health Education (PSHE) is used to provide pupils with time to explore sensitive or controversial issues and equipping them with the knowledge and skills to understand and manage difficult situations. The subject is used to teach pupils to recognise and manage risk, make safer choices, and recognise when pressure from others threatens their personal safety and wellbeing. They can also develop effective ways of resisting pressures, including knowing when, where and how to get help. Schools can encourage pupils to develop positive character traits through PSHE, such as resilience, determination, self-esteem, and confidence.



For early years, the statutory framework for the Early Years Foundation Stage Framework 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. In addition, various guidelines/resources are available for the promotion of British values in early years: Action for Children, Pacey (Professional Association for Childcare and Early years),

## **8 Reporting concerns**

If a member of staff has a concern about a pupil, they will follow our normal safeguarding procedures, which initially is communication with our Designated Safeguarding Lead (DSL). Individual staff can, if appropriate, go directly to social services and the police (dial 101 non-emergency number), but the likely action would be that the DSL would assess the information and risk and, if deemed appropriate, take appropriate action. Action may range from continued monitoring, communicating with relevant staff, family and even the pupil, and/or communicating with the police and instigating a referral to Channel. The assessment of the risk will to an extent dictate the actions and consultation between senior staff and DSL will occur.

If a referral is made to the police, the appropriate local procedure will be followed in terms of referral forms and subsequent communications which will then go forward to the Channel Panel.

All of this information will be recorded on the academy's safeguarding recording system, e.g. My Concern/CPOMS.

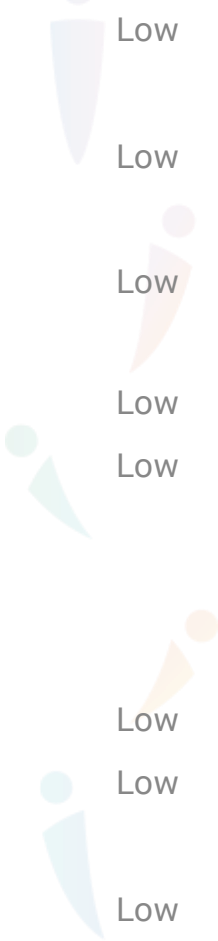
In addition, the Department for Education has dedicated a telephone helpline (020 7340 7264) to enable staff and governors to raise concerns relating to extremism directly. Concerns can also be raised by email to [counter.extremism@education.gsi.gov.uk](mailto:counter.extremism@education.gsi.gov.uk).

## **8 Self-Assessment Tool**

The link below takes the reader to a self-assessment tool which has been designed by DfE (Oct 2022) to assist schools in England to review their Prevent related responsibilities if they wish to use it. Tool is also included in Annex C.

[Prevent duty self-assessment tool for schools](#)



	<ul style="list-style-type: none"> <li>• May be vulnerable due to family circumstances</li> </ul>	<ul style="list-style-type: none"> <li>• Suitable curriculum opportunity to educate all pupils of the risk and dangers of radicalisation</li> <li>• Suitable curriculum in place to promote British values and the importance of respect, acceptance and understanding diversity</li> <li>• Suitable curriculum to teach pupils about diversity and other religions as well as challenging prejudices</li> <li>• Academy's Internet is filtered so as to ensure pupils are not exposed to inappropriate materials</li> <li>• Visitors to school to be members or recognised organisations and content from any guest speakers deemed suitable. Any concerns around visitors are reported to senior member of staff.</li> <li>• Ensure that within context of school equalities objectives there is support for anyone who might be identified by Prevent (ie: pro-active approach to avoiding stigma)</li> <li>• Clear safeguarding processes for reporting concerns and onward referral</li> <li>• As appropriate, make use of local intelligence information to identify and manage any possible risks, if relevant</li> </ul>	 <p>Low</p> <p>Low</p> <p>Low</p> <p>Low</p> <p>Low</p> <p>Low</p> <p>Low</p>
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## Where to go for more information

### Contact the school

If you have any questions or concerns about the Prevent strategy and what it means for your child, please do not hesitate to contact the school.

### See our policies

You will find more details about how we safeguard our children on our website including our Safeguarding and Child Protection Policy and our Prevent Policy.

### External Sources

The following sources may also be useful for further information:

Prevent duty guidance: for England and Wales, HM Government:

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

Frequently asked questions, Prevent For Schools

[http://www.preventforschools.org/?category\\_id=38](http://www.preventforschools.org/?category_id=38)

What is Prevent? Let's Talk About It  
<http://www.ltai.info/what-is-prevent/>

## Annex B: Parent Information Flyer

### The Prevent Strategy

## What is the Prevent strategy?

Prevent is a government strategy designed to stop people becoming terrorists or supporting terrorist or extremist causes.

The Prevent strategy covers all types of terrorism and extremism, including the extreme right wing, religious extremists and other causes.

### How does the Prevent strategy apply to schools?

From July 2015 all schools (as well as other organisations) have a duty to safeguard children from radicalisation and extremism.

This means we have a responsibility to protect children from extremist and violent views in the same way we protect them from drugs or gang violence.

Importantly, we can provide a safe place for pupils to discuss these issues so they better understand how to protect themselves.

### Key terms

**Extremism** – vocal or active opposition to fundamental British values such as democracy, the rule of law and tolerance of different faiths and beliefs

**Ideology** – a set of beliefs

**Terrorism** – a violent action against people or property, designed to create fear and advance a political, religious or ideological cause

**Radicalisation** – the process by which a person comes to support extremism and terrorism

## What does this mean in practice?

Many of the things we already do in school to help children become positive, happy members of society also contribute to the Prevent strategy.

These include:

- Exploring other cultures and religions and promoting diversity
- Challenging prejudices and racist comments
- Developing critical thinking skills and a strong, positive self-identity
- Promoting the spiritual, moral, social and cultural development of pupils, as well as British values such as democracy

We will also protect children from the risk of radicalisation, for example by using filters on the internet to make sure they can't access extremist and terrorist material, or by vetting visitors who come into school to work with pupils.

Different schools will carry out the Prevent duty in different ways, depending on the age of the children and the needs of the community

## Frequently Questions Asked

### How does Prevent relate to British values?

Schools have been required to promote British values since 2014, and this will continue to be part of our response to the Prevent strategy.

British values include:

- Democracy
- The rule of law
- Individual liberty and mutual respect
- Tolerance of different faiths and beliefs

### Is my child too young to learn about extremism?

The Prevent strategy is not just about discussing extremism itself, which may not be appropriate for younger children. It is also about teaching children values such as tolerance and mutual respect.

The school will make sure any discussions are suitable for the age and maturity of the children involved.

### Is extremism really a risk in our area?

Extremism can take many forms, including political, religious and misogynistic extremism. Some of these may be a bigger threat in our area than others.

We will give children the skills to protect them from any extremist views they may encounter, now or later in their lives.

## Annex C: Self-Assessment Tool

The self-assessment tool involves evidence gathering against 7 distinct areas, each with specific requirements to identify what is working well and what requires development. Evidence gathering should include:

- consulting your students
- discussing safeguarding arrangements with staff
- reviewing evidence

Schools should regularly review their self-assessment results, so that there is continuous learning.

The self-assessment process is split into 3 steps:

Step 1: evaluation

Using the self-assessment spreadsheet, consider each question within the sections and identify evidence of effectiveness and impact. Based on your evidence decide which level (1 to 4) your organisation meets:

- where you have identified gaps or shortcomings, summarise this in the red column
- where you have concerns regarding the completeness or robustness of your evidence, summarise this in the amber column
- where you have robust and sufficient evidence, summarise this in the 'business as usual' (green) column
- the blue column is intended to identify those areas where organisations have established outstanding practice which is robustly tested and well evidenced

Step 2: action planning

Use the evidence and actions in each section to identify future development needs that will:

- address shortcomings in areas evaluated as red or amber

- build on good practice identified as green

The template can be refined and extended, if required, to fit your school's action planning and reporting arrangements. Where there are no actions relating to a section, indicate this for completeness.

### Step 3: summary

Complete the levels in the summary tab of the spreadsheet attachment with the single status that applies to each section. This provides an overview evaluation of safeguarding and Prevent in your organisation.

Make a clear judgement on the status of each section and avoid scoring in more than one column. If your evidence is unclear or partial, score downwards and treat this as insufficient evidence to robustly meet the higher level's criteria. Action plan to improve that area.

At this final stage you may wish to discuss your findings with your local authority Prevent Education Officer (PEO), your [local authority or your children's safeguarding services](#) nominated Prevent Lead. They can help you with action planning and finding local Prevent networks and partners that can assist you.

Completing this table should be the final stage in the assessment process. It is intended to identify actions to address policy and practice shortcomings. The table can provide a picture of the effectiveness of safeguarding and Prevent in the school. It can be used for strategic reporting to senior management and for prioritising future planning.

Actions that have been identified to address shortcomings can be included in the school's Prevent action plan or workplace development plan with oversight by senior management.

### Assessment levels grid

RAG	Level	Definition
red	4 - inadequate	There is no policy or practice in place and/or requirements of the Prevent duty and EIF are not being implemented effectively
amber	3 - basic	There is policy or fundamental aspects of practice in place, but they are not detailed in scope or scale, or embedded in routine practice and are insufficient to address complex or challenging environments or incidents
green	2 - business as usual	<p>Required policy and practice are effectively embedded and staff and students are included in their development</p> <p>Policies are detailed, applied across the organisation in all relevant areas of business and are supported by robust and transparent management and governance processes</p>
blue	1 - advanced	<p>There is sound and effective implementation and understanding of how policy and practice work together to implement all relevant requirements of the Prevent duty and EIF to safeguard students</p> <p>There is ongoing reflection of best practice, testing of impact and effectiveness and knowledge is shared across the institution and with appropriate networks and partners</p>








## Self-Assessment Tool

<b><u>Requirement 1 - Leadership and Management</u></b>	<b><u>Score 1 to 4</u></b>	<b><u>Evidence &amp; actions arising from assessment</u></b>
<p>School leaders and those responsible for governance are aware of the requirements and recommendations of the Counter Terrorism and Security Act (the Prevent Duty) and the Prevent Strategy upon schools, Pupil Referral Units (PRUs) and Alternative Provision Providers (APPs). They understand their respective roles and carry these out effectively, implementing the Prevent duty in a whole school approach.</p>		
<p>The school has an identified strategic Prevent lead who understands the expectations and key priorities to deliver the Prevent Duty and has the authority to make relevant decisions on behalf of their organisation. The identified Lead works with key stakeholders to communicate the Prevent strategy.</p>		
<p>Leaders and those responsible for governance have a secure understanding of the potential risk in the local area of pupils being drawn into terrorism, including support for extremist ideas that are part of terrorist ideologies.</p>		
<p>The school has clear and robust policies and procedures in place for protecting children at risk of radicalisation.</p>		
<p>Leaders, those responsible for governance and all staff exemplify British Values in their attitudes and behaviours.</p>		

Leaders, staff and pupils reflect a positive and respectful environment; pupils are safe, they feel safe and understand how to share any concerns.		
<b><u>Requirement 2 - Risk Assessment</u></b>	<b><u>Score 1 to 4</u></b>	<b><u>Evidence &amp; actions arising from assessment</u></b>
A Prevent risk assessment has been undertaken to ascertain the risk of pupils being drawn into terrorism, or supporting extremist ideas that are part of terrorist ideology.		
There is a clear escalation policy about the appropriate time to call the police.		
Prevent risks are explicitly referenced in the School Evaluation Form (SEF).		
The school is alert to local, national and international incidents which may affect the local community. Where appropriate these are discussed with pupils.		
<b><u>Requirement 3 - Working in Partnership</u></b>	<b><u>Score 1 to 4</u></b>	<b><u>Evidence &amp; actions arising from assessment</u></b>
The school has a good working relationship with safeguarding partnerships in the area, including the Local Safeguarding Children's Partnerships and Police. Partnership working should include as a minimum access to Prevent training, risk assessment and awareness and implementation of developing good practice.		
The Designated Safeguarding Lead (DSL) has access to up-to-date risk information about extremism and terrorism (and other important local		

community risk issues) that may affect pupils (or the school), to enable completion/update of a Prevent risk assessment.		
The school's DSL (and any deputies) have access to effective Prevent advice and are aware of local procedures for making a Prevent referral. This is reflected in the school's Safeguarding policy.		
<b><u>Requirement 4 – Training</u></b>	<b><u>Score 1 to 4</u></b>	<b><u>Evidence &amp; actions arising from assessment</u></b>
Staff are given access to regularly updated Prevent awareness training that gives them the knowledge and confidence to identify those who may be vulnerable to radicalisation, and know what to do when such concerns are identified.		
The school's new staff induction programme includes Prevent awareness training which highlights school specific requirements and procedures.		
The impact and effectiveness of the training have been tested and the findings have informed the CPD offer for staff and been recorded in any School Improvement Plan.		
Safer recruitment training has been carried out by leaders, managers and those responsible for governance.		
<b><u>Requirement 5 – Online Safety</u></b>	<b><u>Score 1 to 4</u></b>	<b><u>Evidence &amp; actions arising from assessment</u></b>
<b>Leadership</b> Governors, trustees and DSL understand and take responsibility for online safety as outlined in Keeping Children Safe In Education (KCSIE).		

<p><b>Staff</b></p> <p>All staff receive appropriate online safety training (including cyber awareness) at induction as well as regular updates to equip them with relevant skills and knowledge of trends and developments.</p>		
<p><b>Filtering and monitoring</b></p> <p>The school has appropriate filtering and monitoring systems in place and you understand the provider's submission to the UK Safer Internet Centre.</p>		
<p><b>Policy and procedure</b></p> <p>The school's approach to online safety is reflected in the child protection and Safeguarding policy and other relevant policies including mobile, social media, smart technology and remote learning.</p>		
<p><b>Parental engagement</b></p> <p>The school proactively engages with parents and carers to help promote online safety principles and reporting at home, including messaging, guidance and safety settings on home systems and these messages are regularly updated.</p>		
<p><b>Curriculum and learning (1/2)</b></p> <p>Online safety is reflected in curriculum planning in line with Teaching Online Safety in Schools and other current guidance including how to share concerns.</p>		
<p><b>Curriculum and learning (2/2)</b></p> <p>Online safety principles are aligned with British Values and implemented in an age appropriate way to encourage and support pupils to interact online in a respectful and tolerant way.</p>		

<b><u>Requirement 6 – Safeguarding School Premises</u></b>	<b><u>Score 1 to 4</u></b>	<b><u>Evidence &amp; actions arising from assessment</u></b>
The school has clear protocols for ensuring that any visiting speakers are suitable and appropriately supervised.		
There is an effective due diligence process on the use of school premises and facilities by outside agencies and groups.		
The school has effective emergency response strategies in place such as evacuation/lockdown/invacuation. Staff and pupils are familiar with these.		
<b><u>Requirement 7 – Building children's resilience to radicalisation</u></b>	<b><u>Score 1 to 4</u></b>	<b><u>Evidence &amp; actions arising from assessment</u></b>
The school effectively prepares pupils for life in modern Britain, developing their understanding of British Values and embedding these within curriculum and the expectations of behaviours of pupils and staff.		
Pupils engage with views, beliefs and opinions that are different from their own in considered ways.		
As part of a whole school approach to building resilience to radicalisation, the school provides a safe environment for dialogue about challenging and controversial issue, supporting pupils to understand how they can influence and participate in decision-making.		

The school delivers provision that helps pupils develop skills to critically assess information, supporting them to recognise risks and make safe choices online and offline.		
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# Shaw Education Trust

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innovative**

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in class**

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