





# Upper Nidderdale Primary Federation

## Prevent Duty Policy

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| Policy:                            | Prevent Duty     |
| This Policy was approved:          | October 2022     |
| This Policy will be reviewed:      | October 2023     |
| Governor committee responsibility: | Headteacher/CofG |

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## **Statement of intent**

**The Upper Nidderdale Primary Federation** recognises that pupils can be vulnerable to extremist ideology and radicalisation, and we are committed to protecting pupils from this risk as part of our safeguarding responsibilities.

Our commitment to safeguarding pupils against extremism, radicalisation and terrorism includes interventions and collaboration with other agencies including the police and the LA 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 pupils to challenge extremist views and ensure that pupils are encouraged to regard people of all faiths, races and cultures with respect and tolerance.

This policy relates to the potential radicalisation of pupils at our school. For guidance on specific terrorist incidents, please see our Invacuation, Lockdown and Evacuation Policy and procedures.

## 1. **[Updated] 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 (2015) 'The Prevent duty'
- HM Government (2021) 'Revised Prevent duty guidance: for England and Wales'
- **[Updated]** DfE (2022) 'Keeping children safe in education 2022'
- DfE (2018) 'Working Together to Safeguard Children'
- Home Office (2021) 'Channel Duty guidance: protecting people vulnerable to being drawn into terrorism'

This policy operates in conjunction with the following school policies:

- Invacuation, Lockdown and Evacuation Policy
- Child Protection and Safeguarding Policy
- Data Protection Policy
- Risk of Radicalisation – Incident Register
- Online Safety Policy
- Equality Information and Objectives Statement

## 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 governing board will be responsible for:**

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

#### **The headteacher will be responsible for:**

- The overall implementation and management of this policy.
- Ensuring every staff member is familiar with the scope of this policy.
- Ensuring pupils are taught about British values through the curriculum.
- Ensuring the school is a safe space in which pupils can understand and discuss sensitive topics, including terrorism and extremism, and are able to challenge these ideas.
- Undertaking a risk assessment to determine whether pupils are at risk of being drawn into terrorism.
- 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 pupils.

#### **The DSL, and any deputies, will be responsible for:**

- 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 pupils from the risk of radicalisation.
- Delivering staff training on the Prevent duty.
- Working with external agencies to support pupils at risk of being drawn into terrorism.
- Providing guidance to other staff members to help them support pupils 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 pupil leaving, e.g. if the pupil is currently receiving support through the 'Channel' programme and

the information would allow the new setting to have support in place for when the pupil arrives.

**All staff members will be responsible for:**

- Being alert to the risk factors of extremism and radicalisation and any changes in a pupil'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).
- Notifying the DSL (or any deputies, in their absence) when they make any referrals to the Channel programme.
- Engaging in staff training on the Prevent duty.
- Using their professional judgement to identify pupils 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 our school community. As is the school's responsibility under law, we will do our utmost to safeguard our pupils from being drawn into extremism and terrorism.

The school has strong relationships with our local safeguarding partners, and will involve them at the earliest opportunity if safeguarding issues arise.

The school will encourage any pupil, parent, staff member or member of the wider school community to speak to the DSL if they have concerns about:

- Pupils becoming radicalised.
- Groups, clubs or societies with extremist or radical views.
- Friends and/or families of pupils becoming radicalised or involved in extremism.
- Pupils planning to visit known areas of conflict.
- Members of the school and wider community attempting to draw young and/or vulnerable pupils into extremism.

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

Pupil-led groups, clubs and societies will be subject to **monthly** unannounced inspections by our DSL.

## **5. Preventing radicalisation**

The school will assess the risk of pupils being drawn into terrorism through identifying the factors that affect children in the 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, pupils 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 pupils to develop an appreciation of society. The school will work with local religious and cultural organisations to instil a strong sense of identity in our pupils, as well as a clear place and purpose within the school.

The school recognises that pupils' 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 site 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 children from terrorist and extremist material online, in accordance with the Online Safety Policy. In accordance with KCSIE and our Child Protection and Safeguarding Policy, pupils will be taught about the importance of staying safe online through PSHE lessons.

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

The school will monitor and assess incidents which suggest pupils are engaging, or are at risk of engaging, in extremist activity and/or



radicalisation. Where a pupil has been identified as at risk of radicalisation, the school will take action proportionate to the incident or risk.

## **6. Making a judgement**

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

- Disclosure about extremist or radicalised behaviour by pupils – 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 Information and Objectives Policy
- Documented concerns raised by parents or family members about the changing behaviour of the pupil
- References to an extremist narrative in the pupil'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 pupil is at risk of radicalisation, staff will ask themselves the following questions:

- Does the pupil have access to extremist influences through the internet?
- Does the pupil possess or actively seek extremist material?
- Does the pupil sympathise with, or support, extremist groups or behaviour in their speech or written work?

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

Critical indicators include where a pupil 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 **termly** Prevent awareness training in order to provide advice and support to staff on protecting pupils from the risk of radicalisation. Staff will undergo **termly** Prevent awareness training, delivered by the DSL, in order to ensure that they are up-to-date

to recognise indicators of radicalisation. Staff, including the DSL and any deputies, will also undergo regular training in response to any updates.

The school will encourage staff to engage with online government resources, including the website Educate Against Hate, and the Prevent e-learning modules provided by the Home Office.

## **7. Making a referral - DfE updates about referrals - 24.10.22**

### **• Details to include in the referral**

When you make a Prevent referral about a child, young person or adult learner, you should describe:

- how or why your organisation came to be concerned
- what happened if there was a specific event
- the indicators that something is wrong
- any sympathetic interest in hate crimes, extremism or terrorism - including any extremist ideology, group or cause, support for 'school shooters' or public massacres, or murders of public figures
- any worrying use of mobile phone, internet or social media and how you found this out
- any contact with groups or individuals that cause you concern, including who and how often, and why you're concerned
- any expression of wanting to cause physical harm, or threats of violence, including who to, when and what was said or expressed
- any additional need, disability or special educational need, including what they are and if they're known or suspected
- any other safeguarding concerns about the family, peer group or environment
- any discussions you've had with the child, young person or adult learner, parent or carer (if under 18)
- the parental or carer support (if known and under 18)
- what you're worried about, what may happen if the child, young person or adult learner's needs are not met and how will this affect them

## **Sharing information**

Before sharing information, you should try to get consent from the parents or carers (if under 18). Do not do this if it would place the child or young person at more risk of harm.

You can share information without consent if you have a good reason and if it will help to safeguard the child or young person sooner.

If necessary, you may share information without the family's participation under the Crime and Disorder Act 1998. You must not let fears about sharing information stand in the way of promoting the welfare and protecting the safety of children, young people and adult learners.

When deciding to share or withhold information, you should record who has been given the information and why. Do not assume that a colleague or another professional will share the information that might be critical in keeping the child, young person or adult learner safe. [Keeping children safe in education](#) says early information sharing is vital to identify, assess and allocate appropriate service provision.

[Information sharing advice for safeguarding practitioners](#) includes the 7 golden rules for sharing information and considerations with regard to the Data Protection Act 2018 and General Data Protection Regulation.

## **Worries about making a Prevent referral**

Safeguarding children, young people and adult learners from extremism or radicalisation is no different to other types of safeguarding harms, many of which are interconnected.

A Prevent referral is not an accusation of criminality and will not affect a person's education or career prospects. Instead, it allows for their circumstances to be assessed and any relevant safeguarding support to be provided.

DSLs should exercise their professional judgment about whether a referral is appropriate, as they do for all other safeguarding risks.

At times, you may experience resistance or distress from parents and carers when referring their child to children's services.

It is good practice to listen to parents and carers in a safe space. Follow your existing procedures in these instances.

Counter Terrorism Police's [ACT Early](#) partnership with netmums includes articles, videos and an interactive forum where parents or carers can ask

questions of expert practitioners on the risks of radicalisation. These are on the [netmums Act Early page](#).

If you have any concerns about a child, young person or adult learner's welfare, you must act on them immediately

## **How a referral is assessed**

If you have not received an acknowledgement of your referral within one working day, contact Children's Social Care or whichever agency you made the referral to. For more information, read [working together to safeguard children](#).

Counter Terrorism Policing may assess the referral. They are trained and experienced in assessing vulnerability and delivering supportive interventions to safeguard individuals and protect the public.

Counter Terrorism Policing will check if the child, young person or adult learner is part of any open investigations. This should take 5 working days.

To understand more about the police's role in Prevent, see [case study 2: the role of the police in a referral](#).

During the assessment period, other agencies can also conduct their own assessments. You should think about what you can do to support the child, young person or adult learner. For help with this, read [managing the risk of radicalisation in your education setting](#).

## **The Channel panel**

The Channel panel is a multi-agency panel, which includes the police. Channel works in a similar way to existing multi-agency partnerships for vulnerable people.

If the case is passed to a Channel panel, the members will assess the risk to the child, young person or adult learner and decide whether to adopt the case. Statutory interventions could take place alongside the Channel process.

Channel panels work with local partners to develop an individualised support package to reduce:

- broader risks to the child, young person or adult learner
- the risk of extremism or radicalisation

Channel is a voluntary process. Parents, carers and adult learners can turn down the support offered. If this happens, the child, young person or adult learner will be signposted to other services, if appropriate.

## **Channel support**

Channel support is tailored to the child, young person or adult learner based on their identified needs. The DSL (and the referrer, if different) can attend the Channel panel to be part of this process.

The DSL can pass on any relevant information from the setting's point of view and liaise with parents or carers (if under 18) and panel members to understand the decisions and discuss how the education setting could support them.

Participation in the Channel programme is confidential and parents and carers need to give their consent (if under 18) before Channel support is provided.

Many types of support are available, addressing educational, vocational, mental health and other vulnerabilities. Ideological mentoring is common.

The Channel panel will decide what is appropriate and proportionate for the case, then either:

- coordinate new activity through statutory partners and intervention providers that it has commissioned
- oversee existing activity

Channel support could include:

- family support programmes
- family therapy or child and adolescent mental health services (CAMHS) programmes
- targeted youth support
- crime prevention programmes
- focused theological or educational programmes
- parenting programmes
- one-to-one or group counselling
- behaviour support or anger management programmes

One-to-one ideological support or mentoring is often delivered by a Home Office approved intervention provider. They can build a rapport with the

child, young person or adult learner to discuss their views and understanding.

The Channel panel will review the progress of the child, young person or adult learner each month. When the panel decides there is no more risk of radicalisation, the child, young person or adult learner will leave the programme.

In some cases, the child, young person or adult learner could still be supported to address concerns not related to radicalisation. This would be managed outside of the Channel programme.

Children, young people and adult learners who drop out of Channel support may be offered alternatives by the local authority or other providers. In these cases, the police will continue to manage any risk of terrorism that they might present.

After a child, young person or adult learner has left the Channel programme, their progress will be reviewed after 6 and 12 months and they may re-enter the programme. If they show further concerns relating to radicalisation, they can re-enter the Channel programme and receive further support at any point

### **Informing the child, young person, parents or carers**

The designated safeguarding lead (DSL) should tell the child or young person that they're going to speak with their parents or carers (if under 18) and refer this to the local authority.

The reason for a referral is to:

- make a multi-agency safeguarding assessment
- support vulnerable people to move away from harmful activity

The DSL should tell the parents or carers that making a referral to the local authority does not mean they're accusing the child or young person of a crime.

## **8. Promoting fundamental British values**

Through the national curriculum, the school will:

- Teach our pupils a broad and balanced international history.
- Represent the cultures of all of our pupils.
- 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 our social, moral, spiritual and cultural programme, the school will:

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

The school 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 our curriculum.
- Ensuring that all pupils within the school 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 pupils.
- Using opportunities such as general or local elections to hold mock elections to offer pupils the chance to engage in politics from an early age.
- Offering a debate club to provide pupils with the opportunity to learn how to argue and defend points of view.
- Using teaching resources from a wide variety of sources to help pupils understand a range of faiths.



- Considering the role of extra-curricular activities, including any activity run directly by pupils, in promoting fundamental British values.

## **9. Community links**

The school will engage in **annual** community round-table discussions with local community and religious leaders, and local law enforcement. Governing board meetings will include discussion about extremism and terrorism where appropriate.

The school will operate an open-door policy for community members to report concerns.

The school will, where appropriate, partake in community festivals, religious celebrations and other events. The school will select a range of charities to support across the year which represent our school community, including local community groups.

## **10. Monitoring and review**

This policy is reviewed **annually** by the DSL and the headteacher. The next scheduled review date for this policy is **October 2023**.