



PREVENT DUTY

Policy Statement

1. School ethos

PRISM Independent School is committed to providing a secure environment for all of our pupils and staff. We promote the values of democracy, the rule of law, individual liberty, mutual respect and tolerance [British Values] for those with different faiths and beliefs. We teach and encourage students to respect one another and to respect and tolerate difference, especially those of a different faith or no faith. It is our most fundamental responsibility to keep our students safe and prepare them for life in modern Britain and globally. This is supported with our **Practice and Values document**.

We recognise that, as in all schools, there is a risk that pupils could be drawn in to extremism and radicalisation. Since 2010, when the Government published the Prevent Strategy, there has been an awareness of the specific need to safeguard children, young people and families from violent extremism. There have been several occasions both regionally and nationally in which extremist groups have attempted to radicalise vulnerable children and young people to hold extreme views including views justifying political, religious, sexist or prejudice-based violence, or to steer them into a rigid and narrow ideology that is intolerant of diversity and leaves them vulnerable to future radicalisation.

PRISM Independent School values freedom of speech and the expression of beliefs and ideology as fundamental rights underpinning our society's values. Both students and teachers have the right to speak freely and voice their opinions. Freedom, however, comes with responsibility and free speech that is designed to manipulate the vulnerable or that leads to violence and harm of others goes against the values of our school, which include equality, human rights, community safety and community cohesion.

Prism Independent School is clear that extremism and radicalisation should be viewed as a safeguarding concern. We welcome our duty to have "due regard to the need to prevent people from being drawn into terrorism". This duty is known as **the Prevent Duty**.

There is no place for extremist views of any kind in our school, whether from internal sources – pupils, staff or governors, or external sources - external agencies or individuals.

It is imperative that for our pupils school is a safe place where they can discuss and explore controversial issues safely and in an unbiased way and where our teachers encourage and facilitate this.

Extremists of all persuasions aim to develop destructive relationships between different communities by promoting division, fear and mistrust of others based on ignorance or prejudice and thereby limiting the life chances of young people. Education is a powerful

weapon against this; equipping pupils with the knowledge, skills and critical thinking, to challenge and debate in an informed way.

2. Statement of intent

Protecting children from the risk of radicalisation is part of Prisms wider safeguarding duties.

PRISM Independent School has created this policy in order to ensure that all staff are alert to changes in children's behaviour which could indicate that they may be in need of help or protection, as well as to actively assess the risk of children being drawn into terrorism.

PRISM expects all staff to use their professional judgement to identify children who may be at risk of radicalisation and act accordingly, alongside the Local Children's Safeguarding Board (LCSB) if necessary.

3. Legal framework

This policy has due regard to the following guidance, including, but not limited to:

- DfE 'The Prevent Duty' 2015

This policy will be followed in conjunction with other school policies, including, but not limited to:

- Safeguarding Policy
- British Values Policy

4. Definitions

For the purpose of this policy, "**radicalisation**" is understood to be a process by which an individual or group comes to adopt increasingly extreme political, social, or religious ideals and aspirations that reject or undermine the status quo or reject and/or undermine contemporary ideas and expressions of freedom of choice.

For the purpose of this policy, "**extremism**" is understood to be holding extreme political or religious views; fanaticism.

5. Risk indicators

PRISM will regularly assess the risk of students being drawn into terrorism and extremist activities. This involves having a clear understanding of the risks that can affect children in our area and a specific understanding of how to identify children who are at risk.

PRISM Independent School recognises that certain behaviours may indicate that a child is at risk of radicalisation. All staff are responsible for identifying these risk indicators and reporting them to a senior member of staff.

Indicators of an identity crisis:

- Family tensions
- A sense of isolation
- Low self-esteem
- Disassociation from existing friendship groups
- Loss of interest in activities which they previously engaged with
- Searching for answers to questions about identity, faith and belonging

Indicators of a personal crisis:

- Family tensions
- A sense of isolation
- Low self-esteem
- Disassociation from existing friendship groups
- Loss of interest in activities which they previously engaged with
- Searching for answers to questions about identity, faith and belonging

Indicators of vulnerability through personal crisis:

- Migration
- Local community tensions
- Events affecting their country or region of origin
- Alienation from British values
- A sense of grievance triggered by personal experience of racism or discrimination

Indicators of vulnerability through unmet aspirations:

- Perceptions of injustice
- Feelings of failure
- Rejection of civic life

Other indicators:

- Using derogatory language about a particular group
- Inappropriate forms of address
- Possession of prejudice related material
- Property damage
- Refusal to cooperate with teachers'/adults' requests
- Condoning or supporting engagement with extremist ideologies or groups

6. Making a judgement

When making a judgement, staff should ask themselves the following questions:

- Does the pupil have access to extremist influences?
- Does the pupil access the internet for purposes of extremist activities, e.g. using closed network groups, accessing or distributing extremist material, contacting covertly using Skype, etc.?
- Is there a reason to believe that the pupil has been, or is likely to be, involved with extremist organisations?
- Is the pupil known to possess or actively seek extremist literature/other media likely to incite racial or religious hatred?
- Does the pupil sympathise with or support illegal/illicit groups?
- Does the pupil support groups with links to extremist activity?
- Has the pupil encountered peer, social, family or faith group rejection?
- Is there evidence of extremist ideological, political or religious influences on the pupil?
- Have international events in areas of conflict and civil unrest had a noticeable impact on the pupil?
- Has there been a significant shift in the child's outward appearance that suggests a new social, political or religious influence?
- Has the pupil come into conflict with family over religious beliefs, lifestyle or dress choices?
- Does the pupil vocally support terrorist attacks, either verbally or in their written work?
- Has the pupil witnessed or been the victim of racial or religious hate crime?
- Is there a pattern of regular or extended travel within the UK?
- 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 the victim of social isolation?
- Does the pupil demonstrate a simplistic or flawed understanding of religion or politics?
- Is the pupil a foreign national, refugee or awaiting a decision on their family's immigration status?
- Does the pupil have insecure, conflicted or absent family relationships?
- Has the pupil experienced any trauma in their lives, particularly trauma associated with war or sectarian conflict?
- Is there evidence a significant adult or other person in the pupils life has extremist views or sympathies?

Critical indicators include where the pupil is:

- In contact with extremist recruiters
- Articulating support for extremist causes or leaders
- Accessing extremist websites
- Possessing 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

7. Referrals

At Castle Hill High School we are committed to protecting our students from radicalisation through a process of early intervention.

All staff are encouraged to raise any concerns they might have about a child with the designated safeguarding leads.

The safeguarding and prevent duty lead will assess the situation and decide whether further action is required. If so, they will then discuss any concerns with the Headteacher and decide the best course of action regarding a referral.

8. Staff training

All staff will undertake Prevent awareness trainings, in order to be able to provide advice and support to other staff on how to protect children against the risk of radicalisation.

9. E-Safety

We are aware that young people can be exposed to extremist influences or prejudiced views from an early age which emanate from a variety of sources and media, including via the internet. E-safety is an important part of the work that we do

10. Sources of further information

The Department for Education has set up a counter extremism help line within the 'Due Diligence and Counter Extremism Group' so that people can raise extremism concerns directly with them. They are operating the help line on a trial basis initially. This help line is for issues that may appear to be of concern in relation to potential extremism. It is not for emergency situations, such as a child at immediate risk or a security incident. In these situations normal safeguarding procedures should be followed (contacting the police, local authority or the Anti-Terrorist Hotline).

The DDCEG help line telephone number is: 020 7340 7264

The DDCEG also have a dedicated email mailbox. The address is:
counter.extremism@education.gsi.gov.uk

Keeping Children Safe in Education, September 2016