



Neston Primary School

Tackling Extremism and Radicalisation - The Prevent Duty Policy 2019

Neston Primary School is subject to the duty under section 26 of the Counter-Terrorism and Security Act 2015, to have "due regard to the need to prevent people from being drawn into terrorism". This duty is known as the Prevent duty and identifies all schools as having a key role to play in protecting pupils from the risk of extremism and radicalisation.

This policy should be read alongside all the other school policies and the following national government policies and guidance:

Working Together to Safeguard Children Feb 2019

Keeping Children Safe in Education Sep 2019

The Prevent Duty - Departmental advice for schools and childcare providers Jun 2015

Revised Prevent Duty Guidance Apr 2019

Channel Guidance Apr 2015

1. Purpose of this Policy

This Tackling Extremism and Radicalisation Policy sets out our beliefs, strategies and procedures to protect vulnerable individuals from being radicalised or exposed to extremist views, by identifying who they are and promptly providing them with support.

2. Aims of this Policy

The aims of this policy are to ensure that:

- all members of the school community have an understanding of what extremism and radicalisation is and why we need to be vigilant in school
- staff are fully engaged and are vigilant about radicalisation; that they suspend professional disbelief that such issues will not happen here
- staff understand their roles and responsibilities in protecting pupils from the risks of extremism and radicalisation and have due regard to the need to prevent people from being drawn into terrorism
- pupils understand how to keep themselves safe
- parents have confidence in the school's policies and understand how the school works to keep pupils safe.

3. Risks

Risks are defined as:

- **Terrorism:** The Terrorism Act 2000, in summary, defines terrorism as an action that endangers or causes serious violence to a person/people; causes serious damage to property; or seriously interferes or disrupts an electronic system. The use or threat must be designed to influence the

government or to intimidate the public and is made for the purpose of advancing a political, religious or ideological cause.

- **Extremism** is defined in the Prevent Strategy 2011 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.” The Strategy also includes in its definition of extremism; calls for the death of members of our armed forces, whether in this country or overseas.
- **Radicalisation**, as defined by the Strategy, refers to the process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups.
- **'Non-violent extremism'** as extremism, as defined above, which is not accompanied by violence.

The school assesses the risk of children being drawn into terrorism, including support for extremist ideas, which are part of terrorist ideology. This is determined by information sought and obtained through the teaching of PHSE/British Value and other curriculum and pastoral areas and may additionally be based on an understanding shared with partners of the potential risk in the local area. All visiting speakers follow any agreed protocols, and the Head Teacher ensures they are suitably and appropriately supervised during the visit.

4. Indicators

There are numbers of behaviours which may indicate a pupil is at risk of being radicalised or exposed to extreme views. These include;

- spending increasing time in the company of other suspected extremists
- changing their style of dress or personal appearance to accord with the group
- day-to-day behaviour becoming increasingly centred on an extremist ideology, group or cause
- loss of interest in other friends and activities not associated with the extremist ideology, group or cause
- possession of materials or symbols associated with an extremist cause
- attempts to recruit others to the group/cause
- communications with others that suggests identification with a group, cause or ideology
- using insulting to derogatory names for another group
- increase in prejudice-related incidents committed by that person, these may include; physical or verbal assault, provocative behaviour, damage to property, derogatory name calling, possession of prejudice-related materials, prejudice related ridicule or name calling, inappropriate forms of address, refusal to co-operate, attempts to recruit to prejudice-related organisations and condoning or supporting violence towards others.

5. Implementing “due regard” (Over-arching Practice)

Effective Leadership:

- The school's leadership team is aware of and understands the importance of its duties and individuals have read the relevant sections of Prevent Duty Guidance 2019.
- The headteacher and governors ensure that the existing safeguarding procedures and school policies are used to safeguard pupils from radicalisation and extremism by including information in the Staff Handbook, through annual staff training and by linking relevant policies together
- Training is provided to ensure staff understand the risks and have the capability to deal with it. All staff receive induction training which includes written information; refresher/further training is included as appropriate in Child Protection update training to staff.
- The Governing Body ensures the staff members implement their duties effectively by observation, monitoring the effectiveness of policies including the Complaints Procedures and through discussion with pupils during Governor Monitoring visits.



Working in Partnership:

- The school is aware that effective partnerships are crucial to making Prevent work. The school is committed to and has procedures in place to be able to demonstrate through records, its effective working with local prevent co-ordinators, the police and local authorities through existing multi-agency forums such as the Multi- Agency Safeguarding Hub (MASH) and the Wiltshire Safe-guarding Children Board (WSCB).

Appropriate Capabilities:

- Frontline staff members who engage with the public understand what radicalisation means and why people may be vulnerable to being drawn into terrorism as a consequence of it. They are aware of what the term "extremism" means and the relationship between extremism and radicalisation/ terrorism. Information is provided for staff members in the Staff Handbook, through staff training and by linking relevant policies together (see Appendix 1)
- School safeguarding policies and procedures support staff to know what measures are available to prevent people from becoming drawn into terrorism and how to challenge the extremist ideology that can be associated with it.
- Staff understand how to obtain support for people, (e.g. through Channel) who may be being exploited by radicalising influences and know they are subject to the duties specified in Prevent Duty Guidance.

6. Implementing "due regard" (Day to Day Practice)

The school has an inclusive ethos and is diverse in terms of socio-economic backgrounds, the individual needs of pupils and, increasingly, ethnicity. The school teaches a broad and balanced curriculum which caters effectively for the spiritual, moral, cultural, mental and physical development of its pupils. The school actively promotes community cohesion through its work with parents and local community groups. The school promotes British Values through the curriculum, extra-curricular activities and assemblies. The school is mindful of its duties to keep our young, and therefore vulnerable and impressionable, pupils safe. Neston Primary School regards the welfare of pupils as being of the utmost importance. Through our curriculum and pastoral work, the school ensures that our pupils;

- know the difference between "right and wrong"
- know the similarities and differences between themselves and others and are able to celebrate them
- are able to challenge negative attitudes and stereotypes grow into confident young people who are able to say, "no", change their minds and be able to articulate their feelings and opinions
- value life and all living things
- learn about and know how to keep themselves and others safe
- feel valued for who they are and feel comfortable "in their own skins" as part of the school community.

7. Sharing Information

The school recognises that:

- under the Prevent programme it must not be involved in any covert activity against people or communities.

- the sharing of personal information may need to take place in order to ensure, for example, that a person at risk of radicalisation is given appropriate support.
- information sharing should be and is assessed on a case-by-case basis and is governed by legislation which ensures that the rights of individuals are fully protected. When considering sharing personal information, the school takes account of the following:

necessity and proportionality: personal information is only shared where it is strictly necessary to the intended outcome and proportionate to it. Key to determining the necessity and proportionality of sharing information will be the professional judgement of the risks to an individual or the public;

consent: wherever appropriate and possible, the consent of the person concerned is obtained before sharing any information about them;

power to share: the sharing of data by public sector bodies requires the existence of a power to do so, in addition to satisfying the requirements of the General Data Protection Regulation 2018 and the Human Rights Act 1998;

GDPR and the Common Law Duty of Confidentiality: in engaging with non-public bodies, the school ensures that it is aware of its own responsibilities under the General Data Protection Regulation 2018 and any confidentiality obligations that exist.

There may be some circumstances where the school, in the course of Prevent related work, identifies someone who may already be engaged in illegal terrorist-related activity. People suspected of being involved in such activity will be referred to the police.

8. Procedures for dealing with concerns

Where any adult in the school has concerns about a child, they should discuss these in the first instance with the Designated Safeguarding Lead (Pam Evans), or in their absence, the Deputy Safeguarding Lead (Helen Pillinger).

The school is aware of the support available to schools to help them safeguard pupils from the risks outlined in this policy and highlighted by the DFE; staff members and governors know how to raise any concerns they might have.

In emergency situations, such as a child being at immediate risk of harm, the police must be contacted on 999 and the normal safeguarding procedures followed. (see Safeguarding & Child Protection Policy 2019)

9. Monitoring and Enforcement

The school keeps and maintains appropriate records in line with its duty. Concerns and observations are kept via the online Safeguard programme, which has a recording and monitoring capability.

Neston Primary School will, when required, ensure liaison with Wiltshire Local Authority, WSCB, the Home Office, local partners and multi-agency forums on issues relating to The Prevent Strategy and Channel. The school will provide appropriate monitoring information and support as requested.



Sources of further information:

<https://www.gov.uk/government/publications/protecting-children-from-radicalisation-the-prevent-duty>

<https://www.gov.uk/government/publications/prevent-duty-guidance/revised-prevent-duty-guidance-for-england-and-wales>

<http://www.wiltshire.gov.uk/community-safety-prevent>

This site has lots of information on how to refer concerns under the Prevent Duty, including a link to reporting anonymously using the Big Red Button ,

