PREVENT DUTY POLICY

(October 2023)

The School Mission Statement

The Ursuline Preparatory School Ilford Prevent Duty Policy

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Signature of Chair of Governors: Date: October 2023

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POLICY STATEMENT

The aim of the Prevent Policy is to create and maintain a safe, healthy and supportive learning and working environment for our pupils, staff and visitors alike. We recognise that extremism and exposure to extremist materials and influences can lead to poor outcomes for pupils. We further recognise that if we fail to challenge extremist views we are failing to protect our pupils from potential harm. As such the Prevent agenda will be addressed as a safeguarding concern.

The Prevent Policy applies to everyone working at or attending the school. It confers responsibilities on the Headmistress, Governors, school staff, pupils, agency staff and volunteers, contractors, visitors, consultants and those working under self-employed arrangements.

The school has adopted the Prevent Duty in accordance with legislative requirements. However, we will endeavour to incorporate the relevant duties so as not to:

- Stifle legitimate discussions, debate or student engagement activities in the local community;

- Stereotype, label or single out individuals based on their origins, ethnicity, faith and beliefs or any other characteristics protected under the Equality Act 2010.

Purpose
We aim to encourage working towards a society with a common vision and sense of belonging by all - a society in which the diversity of people's backgrounds and circumstances is appreciated and valued, a society in which similar life opportunities are available to all, and a society in which strong and positive relationships exist and continue to be developed in the workplace, in schools and in the wider community.

The purpose of this policy is to:
- Ensure an awareness of Prevent within the school.
- Provide a clear framework to structure and inform our response to safeguarding concerns, including a supportive referral process for those who may be susceptible to the measures of extremism.
- Embed British Values into the curriculum and ways of working.
- Recognise current practice that contributes to the Prevent agenda.
- Identify areas for improvement.

In order to fulfil the Prevent Duty, it is essential that staff are able to identify children who may be vulnerable to radicalisation, and know what to do when they are identified. Protecting children from the risk of radicalisation should be seen as part of the school's wider safeguarding duties, and is similar in nature to protecting children from other harms (eg drugs, gangs ,neglect etc), whether these come from within their family or are the product of outside influences.

National Guidance and Strategies

Prevent is one of four strands of the Government's counter terrorism strategy – CONTEST. The UK currently faces a range of terrorist threats. Terrorist groups who pose a threat to the UK seek to radicalise and recruit people to their cause. Early intervention is at the heart of Prevent in diverting people away from being drawn into terrorist activity through radicalisation.

The National Prevent Strategy objectives are:

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

Prevent happens before any criminal activity takes place by recognising, supporting and protecting people who might be susceptible to radicalisation. The national Prevent Duty confers mandatory duties and responsibilities on a range of public organisations and seeks to:

- Respond to the ideological challenge of terrorism and aspects of extremism, and the threat we face from those who promote these views.
- Provide practical help to prevent people from being drawn into terrorism and violent extremism and ensure they are given appropriate advice and support.
- Work with a wide range of sectors where there are risks of radicalisation which needs to be addressed, including education, criminal justice, faith, the internet and health.

The Government has created a system of 'threat levels' that represents the likelihood of a terrorist attack in the near future. The current threat level from international terrorism in the UK is severe, which means that a terrorist attack is highly likely.

Objectives

Our Prevent Policy has five key objectives:

1. To promote and reinforce shared values, including British Values (including democracy, the rule of law, individual and mutual respect and tolerance of different faiths and beliefs); to create space for free and open debate; and to listen and support the learner voice.
2. To breakdown segregation among different student communities including by supporting inter-faith and inter-cultural dialogue and understanding; and to engage all pupils in playing a full and active role in wider engagement in society.
3. To ensure student safety and that the school is free from bullying, harassment and discrimination.

4. To provide support for pupils who may be at risk of radicalisation, and appropriate sources of advice and guidance.
5. To ensure that pupils and staff are aware of their roles and responsibilities in preventing violent and non-violent extremism.

Definitions

The following are commonly agreed definitions within the Prevent agenda:

- An **ideology** is a set of beliefs.
- **Radicalisation** is the process by which a person comes to support terrorism and forms of extremism that may lead to terrorism.
- **Safeguarding** is the process of protecting vulnerable people, whether from crime, other forms of abuse or from being drawn into terrorism-related activity.
- **Terrorism** is an action that endangers or causes serious violence, damage or disruption and is intended to influence the government or to intimidate the public and is made with the intention of advancing a political, religious or ideological.
- **Vulnerability** describes factors and characteristics associated with being susceptible to radicalisation.
- **Extremism** is vocal or active opposition to fundamental British Values, including democracy, the rule of law, Individual 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.

Aims Leadership and Values

To create and maintain a school ethos that upholds core values of shared responsibility and wellbeing for all pupils, staff and visitors whilst promoting respect, equality and diversity and understanding. This will be achieved through:

- Promoting core values of respect, equality and diversity, democratic society, learner voice and participation.
- Building understanding of the issues and confidence to deal with them through staff training, tutorials, awareness campaigns and community engagement activities.
- Deepening engagement with local communities and faith groups.

Teaching and Learning

To provide a curriculum that promotes British Values, knowledge, skills and understanding, to build the resilience of pupils by undermining extremist ideology and supporting the learner voice. This will be achieved through:

- Embedding British Values, equality, diversity and inclusion, wellbeing and community cohesion throughout the curriculum.
- Promoting wider skills development such as social and emotional aspects of learning.
- A curriculum adapted to recognise local needs, challenge extremist narratives and promote universal rights.
- Teaching, learning and assessment strategies that explore controversial issues in a way that promotes critical analysis and pro-social values.
- Use of external programmes or groups to support learning while ensuring that the input supports school goals and values.
- Encouraging active citizenship and learner voice.

Pupil Support

To ensure that staff take preventative and responsive steps, working with partner professionals, families and communities. This will be achieved through:

- Strong, effective and responsive student support services.
- Developing strong community links and being aware of what is happening in the locality, including within the school's own community.
- Implementing anti-bullying strategies and challenging discriminatory behaviour.
- Recognising factors that may increase risk to a pupil, i.e. vulnerability, disadvantage or hardship, and implementing early risk management strategies.
- Ensuring that pupils and staff know how to access support in school and/or via community partners.
- Supporting pupils with problem solving and repair of harm.
- Supporting 'at risk' pupils through safeguarding and crime prevention processes.
- Focusing on narrowing the attainment gap between the different groups of pupils.
- Working collaboratively to promote support for pupils across all areas of the school, including pupils in off-site provision.

Roles and responsibilities

The Head Teacher

The Head Teacher has a legal responsibility under the Prevent Duty to make sure that staff undergo training in the Prevent Duty. Additionally, she ensures that:

- all staff are aware of when it is appropriate to refer concerns about pupils, learners or colleagues to the Designated Safeguarding Lead.
- all staff exemplify British Values into their values.
- policies and procedures to implement the Prevent Duty are in place and acted on where appropriate.

Prevent Lead for the School

The Head Teacher is the Prevent Lead and Designated Safeguarding Lead, with responsibility for ensuring that our Prevent Strategy is implemented across the school and that any concerns are shared with the relevant organisations in order to minimise the risk of our pupils becoming involved with terrorism.

Staff

All staff have a responsibility to:

- create and support an ethos that upholds the school's mission, vision and values including British Values, to create an environment of respect, equality and diversity and inclusion.
- attend Prevent training in order to have the skills to recognise those who may be vulnerable to radicalisation, involved in violent or non-violent extremism, and to know the appropriate action to take if they have concerns.
- report any concerns around extremism or radicalisation via the safeguarding reporting channels.
- report and remove any literature displayed around the school that could cause offense or promote extremist views.

- support the development of staff and student understanding of the issues around extremism and radicalisation through activities such as training, awareness campaigns and tutorials.
- participate in engagement with local communities, schools and external organisations as appropriate.

Managing Risks and Responding to Events

The school will ensure that it monitors risks and is ready to deal appropriately with issues which arise through the following:

- Understanding the nature of threat from violent extremism and how this may impact directly and indirectly on the school.
- Identifying, understanding and managing potential risks within the school from external influences.
- Responding appropriately to events reported via local, national or international news that may impact on students and communities.
- Ensuring plans are in place to minimise the potential for acts of violent or non-violent extremism within the school.
- Ensuring measures are in place to respond appropriately to a threat or incident within the school.
- Continuously developing effective ICT security and responsible

Risk Assessment

The school assesses the risk of children being drawn into terrorism, including support for extremist ideas that are part of terrorist ideology. It is important that staff understand these risks so that the school can respond in an appropriate and proportionate way. The school is aware of the risk of online radicalisation through the use of social media or the internet.

Staff are trained to be alert to changes in children's behaviour that could indicate that they may be in need of help or protection. Although the Prevent Duty does not require the school to carry out unnecessary intrusion into family life, staff must take action if they observe behaviour of concern.

Vulnerability/Risk Indicators

The following lists are not exhaustive and all or none may be present in individual cases of concern. Nor does it mean that vulnerable young people experiencing these factors are automatically at risk of exploitation for the purposes of extremism. The accepted view is that a complex relationship between the various aspects of an individual's identity determines their vulnerability to extremism.

There is no such thing as a 'typical extremist' and those involved in extremism come from a range of backgrounds and experiences. The following indicators may help to identify factors that suggest a young person or their family may be vulnerable or involved with extremism:

Vulnerability

Identity Crisis:	Distance from cultural/religious heritage and uncomfortable with their place in the society around them.
Personal Crisis:	Family tensions; sense of isolation; adolescence; low self-esteem; disassociating from existing friendship group and becoming involved with a new and different group of friends; searching for answers to questions about identity, faith and belonging.

Personal Circumstances:	Migration; local community tensions; events affecting country or region of origin; alienation from UK values; having a sense of grievance that is triggered by personal experience of racism or discrimination or aspects of Government policy.
Unmet Aspirations:	Perceptions of injustice; feeling of failure; rejection of civic life.
Criminality:	Experiences of imprisonment; poor

Access to extremist influences
- Reason to believe that the young person associates with those known to be involved in extremism.
- Possession or distribution of extremist literature/other media material likely to incite racial/religious hatred or acts of violence.
- Use of closed network groups via electronic media for the purpose of extremist activity.

Experiences, behaviours and influences
- Experience of peer, social, family or faith group rejection.
- International events in areas of conflict and civil unrest had a personal impact on the young person resulting in a noticeable change in behaviour.
- Verbal or written support of terrorist attacks. First-hand experience of racial or religious hate crime.
- Extended periods of travel to international locations known to be associated with extremism.
- Evidence of fraudulent identity/use of documents to support this.
- Experience of disadvantage, discrimination or social exclusion.
- History of criminal activity.
- Pending a decision on their immigration/national status.

More critical risk factors include:
- Being in contact with extremist recruiters.
- Articulating support for extremist causes or leaders.
- Accessing extremist websites, especially those with a social networking element.
- Possessing extremist literature.
- Justifying the use of violence to solve societal issues.
- Joining extremist organisations.
- Significant changes to appearance/behaviour.

Referral and Intervention
Any identified concerns as the result of observed behaviour or reports of conversations to suggest that the young person supports terrorism and/or extremism, must be reported to the Designated Safeguarding Lead immediately.

Some concerns may have a security dimension to them and so liaison with the Police may form an early part of an investigation. The Police will carry out an initial assessment and, if appropriate, set up a multiagency meeting to agree actions for supporting the individual.

If a referral needs to be carried out, the Designated Safeguarding Lead and LSCP contacts should be used in addition to:

101 – non-emergency police number
020 7340 7264 or counter-extremism@education.gsi.gov.uk – Department for Education dedicated helpline

If there are concerns that a member of staff, family or child in your setting is at risk of radicalisation, contact the Redbridge Prevent Team.

Prevent Co-ordinator
Tel: 020 8708 5971
Email: prevent@redbridge.gov.uk

It may be necessary to make a referral to the Channel programme. Channel is a programme that focusses on providing support at an early stage to people who are identified as being vulnerable to being drawn into terrorism. It provides a mechanism for the school to make referrals if staff are concerned that an individual might be vulnerable to radicalisation. Anybody can make a referral – not just the Designated Safeguarding Lead.

Links to other policies
This policy should be used in conjunction with the following policies and procedures:

•Behaviour Policy   •Safeguarding Children Policy

•Whistleblowing Policy   •Equal Opportunities Policy

•Data Protection Policy   •Health and Safety Policy

•Use of ICT Policy   •Anti-Bullying Policy