



HEATHFIELD SCHOOL

Prevent Policy

Policy Area:	Safeguarding
Relevant Statutory Regulations:	<p>The Education (Independent School Standards) Regulations (ISSR) Part 3</p> <p>National Minimum Standards (NMS) 11</p> <p>Counter-Terrorism and Security Act 2015</p> <p>The Prevent duty: Departmental advice for schools and childcare providers June 2015</p> <p>Prevent duty guidance: for England and Wales, (paragraphs 57-76)</p>

UK Safer Internet Centre: Appropriate Filtering and Monitoring

Keeping Children Safe in Education (KCSIE) 2021 Annex B (p133)	
Key Contact Personnel in School	
Nominated Member of Leadership Staff Responsible for the policy:	Deputy Head (Pastoral and Boarding)
Version:	2021.01
Date updated:	01 September 2021
Date of next review:	01 September 2023

This policy will be reviewed at least biannually, and/or following any concerns and/or updates to national and local guidance or procedures.

Introduction

The national Prevent Strategy aims to stop people becoming terrorists or supporting terrorism. Heathfield School (“the School”), working with other local partners, families and communities, seeks to play a key role in ensuring that the pupils who attend the School or use its services are safe from the threat of terrorism. Prevent is part of the School’s wider responsibility for Safeguarding and this policy is therefore linked to the School’s Policy for Safeguarding Children and Child Protection. While we have assessed the risk to be low, ongoing monitoring will be a formal part of the half-termly Care Meetings; risk assessments and associated records will be maintained by the Designated Safeguarding Lead.

The Prevent strategy identifies that young people are more likely to be vulnerable to violent extremist, radicalisation or terrorist narratives, including non-violent extremism which can create an atmosphere conducive to terrorism and can popularise views which terrorists exploit. Protecting children from the

risk of radicalisation is part of all of our wider safeguarding duties and is similar in nature to protecting children from other harms (e.g. drugs, gangs, neglect, sexual exploitation), whether these come from within their family or are the product of outside influences.

The Government's Prevent Strategy defines extremism 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 School can also build pupils' resilience to radicalisation by promoting fundamental British Values and enabling them to challenge extremist views. The School do not intend to stop pupils talking about or debating controversial issues. On the contrary, the School wants to provide a safe space in which children, young people and staff can understand the risks associated with terrorism and develop the knowledge and skills to be able to challenge extremist arguments.

Aims

The School believes that Heathfield should be a safe place where pupils can understand and discuss sensitive topics, including terrorism and the extremist ideas that are part of the terrorist ideology, and learn how to challenge such ideas.

Strategy and Methodology

In order to fulfil the School's Prevent Duty, the School undertakes to do the following:

- Actively promote fundamental British values, including mutual respect, tolerance and democratic participation, as part of our wider SMSC/ PSHE programmes as well as within other subject areas and assemblies.
- Respect learner and staff diversity, encouraging freedom and openness.
- Assess the risk of children in our school/ settings/ activities being drawn into terrorism.
- Maintain robust safeguarding policies which take into account the policies and procedures set out by the Bracknell Forest Safeguarding Children and Adult Partnership and identify extremism/ radicalisation as issues to be reported promptly to the Staff Lead.
- Engage with Bracknell Forest our local authority's (LA's) risk assessment to determine the potential risk of individuals being drawn into terrorism in your local area.
- Identify a nominated Staff Lead (the DSL – will also fulfil the role of Staff Prevent Lead and in their absence the Deputy DSL)
- Train staff so that they have the knowledge and confidence to identify children at risk of being drawn into terrorism, and to challenge extremist ideas which can be used to legitimise terrorism.
- Conduct due diligence checks on groups/ individuals seeking to hire or use the School premises.
- Conduct due diligence checks on visitors to school, particularly visiting speakers, whether invited by pupils or staff.
- Conduct due diligence checks on contractors working on the school sites.
- Ensure pupils are safe from terrorist and extremist material when accessing the internet in the School.
- Ensure appropriate filters and monitoring systems are in place as required by the Prevent Duty and recommended by UK Safer Internet Centre (<https://www.saferinternet.org.uk/advice-centre/teachers-and-school-staff/appropriate-filtering-and-monitoring>).
- Review our policies regularly

Risk Assessment

The School should be aware of the increased risk of online radicalisation, as terrorist organisations such as ISIL seek to radicalise young people through the use of social media and the internet.

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, we should be alert to changes in children's behaviour which could indicate that they may be in need of help or protection. Children at risk of radicalisation may display different signs or seek to hide their views.

School staff should use their professional judgment in identifying children who might be at risk of radicalisation and act proportionately.

Even very young children 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.

Procedures are in place for protecting children at risk of radicalisation. These procedures are set out in existing safeguarding policies.

Working in partnership

The Prevent duty builds on existing local partnership arrangements.

Local Safeguarding Children and Adult Partnerships 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.

Working in conjunction with other partners, in particular the police and also civil society organisations, may be able to provide advice and support.

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

Staff training

The statutory guidance refers to the importance of Prevent awareness training to equip staff to identify children at risk of being drawn into terrorism and to challenge extremist ideas.

All of the School's Teaching and Support Staff receive training on Prevent as part of Staff training and complete the Prevent on-line training modules.

IT policies

The statutory guidance makes clear the need for schools to ensure that children are safe from terrorist and extremist material when accessing the internet in schools.

The School ensures that suitable filtering is in place and Smoothwall alerts are monitored and discussed within the Designated Safeguarding Lead team.

Possible Indicators of Risk

- Racist graffiti/ symbols/ comments made in School.
- Speaking out or writing in favour of extremist ideas in school work.
- Extreme comments shared on social media.
- Distribution of extreme or terrorist propaganda among other pupils.

- Vulnerable students being influenced by others (although we are aware of a need to avoid over-simplified assessments of who might be 'vulnerable'), because of the existence of one or more factors, which may include:
 - An identity crisis, involving an individual's distance from her cultural/ religious heritage, including peer/ family/ faith group rejection.
 - A personal crisis, including family tension/ social isolation/ friendship issues.
 - Personal circumstances, such as migration, experience of racism.
 - Unmet aspirations.
 - Criminality.
 - Experience of poverty, disadvantage, discrimination or social exclusion.
- Association with those known to be involved in extremism (including via the internet).
- A significant shift in the pupil's behaviour or outward appearance, particularly involving conflict with her family and/or faith group.
- Travel for extended periods of time to international locations known to be associated with extremism.
- Disguising of a pupil's identity, e.g. in documentation.
- A simplistic or flawed understanding of religious/ political/ global issues.
- A significant adult or other in the pupil's life who has extremist views or sympathies.
- Critical risk factors being:
 - Contact with extremist recruiters.
 - Articulation of support for extremist causes/ leaders.
 - The possession of extremist literature.
 - Using extremist narratives and a global ideology to explain personal disadvantage.
 - Justifying the use of violence to solve societal issues.
 - Membership of extremist organisations.

Supportive Interventions

- Channel is the multi-agency approach to protect people at risk from radicalisation and aims to: identify individuals at risk of being drawn into terrorism; assess the nature and extent of that risk; develop the most appropriate support plan for the individuals concerned.
- Should concerns require support from other agencies, the following are ways in which terrorism and extremism can be reported:
 - Anti terrorist hotline: 0800 789 321.
 - Crime stoppers: 0800 555 111.
 - Relevant police force: 101.
 - www.gov.uk/report-suspicious-activity-to-mi5
- To report any online terrorist-related material: www.gov.uk/report-terrorism

Equality and Diversity

All developments are intended to ensure that no-one is treated in any way less favourably on the grounds of race, colour, national or ethnic origin, race, disability, gender, sexual orientation, gender reassignment, marriage & civil partnership, pregnancy & maternity, age, religion/ belief or political/ other personal beliefs.

Related Policies

- Anti-Bullying Policy
- IT Acceptable Use Policy
- Safeguarding Children and Child Protection Policy