



Prevent Duty

A handwritten signature in black ink, appearing to read 'Parneet Kang'.

Parneet Kang
Principal

A handwritten signature in black ink, appearing to read 'William Holland'.

William Holland
Chair of Trustees

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Reviewed: 2nd September 2020 - CGH

Prevent Duty Statement

On 1 July 2015 the Prevent duty (section 26) of The Counter-Terrorism and Security Act 2015 came into force. This duty places the responsibility on local authorities and schools to have due regard to the need to prevent people from being drawn into terrorism. The Emscote School is fully committed to safeguarding and promoting the welfare of all its students. As a school we recognise that safeguarding against radicalisation is as important as safeguarding against any other vulnerability. All staff are expected to uphold and promote the fundamental principles of British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs. We believe that children should be given the opportunity to explore diversity and understand Britain as a multi-cultural society; everyone should be treated with respect whatever their race, gender, sexuality, religious belief, special need, or disability. As part of our commitment to safeguarding and child protection we fully support the government's Prevent Strategy.

Preventing Radicalisation in school

Building resilience and the promotion of fundamental British values is at the heart of preventing radicalisation. These attributes are central to the education we provide at Emscote. We do this by providing a safe place in which students can discuss issues and develop ideas. Give that many of our students are vulnerable it is vital that we take the necessary actions to prevent and staff, students or others connected with the school from being radicalised; holding extremist views or involved in terrorism, in line with government Prevent guidance.

This prevent duty policy, is intended to meet our obligations under the Counter-Terrorism and Security Act 2015, which legally requires us to take steps to prevent students from being drawn into terrorism; being radicalised or from holding and expressing extremism views. We take out Prevent duty seriously and carry out the four main actions responsibly, namely: risk assessment, working in partnership, staff training and IT policies. If we assess an individual as at risk, we will refer to the Channel Programme, which focuses on providing support at an early stage to those who are identified as being vulnerable to being drawn into terrorism.

In terms of training, we will deliver Workshop to Raise Awareness of Prevent (WRAP) training for all our staff. Training updates are covered within annual safeguarding training. In terms of internet safety, we ensure suitable filters are in place to ensure students and staff are not exposed to extremist materials, in keeping with statutory guidelines.

We recognise that staff within school, play a vital role in keeping students safe from harm, including from the risks of extremism and radicalisation, and in promoting the welfare of those in our care.

What we do if there is a concern

If we have a concern about a particular student or member of staff we will follow the school's normal safeguarding procedures, including discussing with the school's designated safeguarding lead (DSL), and where deemed necessary, with children's social care and local Prevent officer. The DSL will also be the Prevent lead member of staff for the school. The DSL's work is overseen by the Principal. In the event that there is a Prevent concern about the DSL then the Principal will take charge of proceedings and investigations.

We may also contact the local police force or dial 101 (the non-emergency number). They can talk to us in confidence about concerns and help us gain access to the right support and advice.

The Department for Education has dedicated a telephone helpline (020 7340 7264) to enable staff and Board of Trustees to raise concerns relating to extremism directly. Concerns can also be raised by email to counter.extremism@education.gsi.gov.uk. Please note that the helpline is not intended for use in emergency situations, such as a student being at immediate risk of harm or a security incident. In an emergency situation we will follow the recommended emergency procedures.

<https://www.gov.uk/government/publications/prevent-strategy-2011>

www.educateagainsthate.com

Monitoring and Review

The policy will be reviewed yearly and updated monthly in line with Warwickshire Prevent Newsletter updates sent by the Prevent Officer. The risk assessment will be reviewed annually and updated in line with government guidance and given the situation in school at the time. All incidents and concerns will be reported to the Board of Trustees annually. The Principal and designated lead for safeguarding will monitor the implementation of the policy annually.

Appendix 1 below contains a risk assessment proforma

Appendix 1 – Prevent audit for primary and secondary schools

An audit of this nature is a useful form of evidence for inspecting bodies such as Ofsted; it is also a useful self- assessment tool for leadership teams and staff to map what they are already doing well and what could be done to improve 'good practice' further. In the past, schools have used Community Cohesion audits in a similar way, with favourable comments from both leadership teams and Ofsted.

Appropriate members of the Senior Management Team, the Prevent Lead and a Governor who has responsibility for this area should carry out the audit; its findings should be shared with the whole staff. The audit must be reviewed at the very least bi – annually and a record of each audit filed and kept in school.

Key

When assessing the school's level of compliance use the following codes

Red (R): no evidence

Amber (A): partial evidence

Green (G): secure evidence

1. PREVENT OBJECTIVE 1: Clear leadership and accountable structures are in place and visible throughout the organisation		
Evidence	Colour code	Action, when and responsibility
There is an identified strategic Prevent Lead within the school	Green	
The strategic Prevent Lead understands the expectations and key priorities of PREVENT and these are embedded and explicit within safeguarding policies	Green	
The Senior Leadership Team have a clear understanding and commitment to the Prevent Strategy and its key objectives	Green	
The PREVENT agenda and its objectives are embedded within the appropriate safeguarding processes established and used in school.	Green	
2. Staff and the Governing Body have been appropriately trained according to their role		
Evidence	Colour code	Action, when and responsibility
All staff and Governors know who the Prevent Lead is in school.	Amber	Governors to know
They understand the risk of radicalisation and extremism and know how to recognise and refer children who may be at risk	Green	
There are appropriate policies, staff guidance and literature readily available to all staff on PREVENT	Green	
Staff are confident and able to provide appropriate challenge to students, parents or Governors if opinions are expressed that are contrary to fundamental British values and the promotion of community cohesion; they know who to go to and how to report concerns	Green	
Regular, continuous CPD updating training on PREVENT is available to the Strategic Prevent Lead and safeguarding leads where appropriate.	Green	
3. An appropriate reporting and referral process is in place and referrals are being managed effectively		
An appropriate internal PREVENT referral process has been developed	Green	
Partner agency communication channels have been established – Local Authority Prevent Lead and the Police, are first port of call when outside agencies need to be consulted or for making a Channel referral	Green	
Evidence of notification reports and/or referrals exists in school	Green	
Prevent notifications or referrals are managed or overseen by designated staff e.g. the Prevent Lead	Green	
A process is in place to identify, and develop 'lessons learnt'; a reflective process that will inform future action.	Green	

4. A broad and balanced curriculum that helps protect students against extremism and promotes community cohesion

The school delivers a creative curriculum that helps develop critical thinking skills around the power of influence, particularly the persuasion of on-line sources and social media		
Themes and curriculum content provides opportunities to explore and reinforce the benefits of community cohesion and the damaging effects of all extremism on the local, national and global community		
A range of activities are planned and delivered in both lessons and the community, that explore the choices available to young people in the 21st century and the consequences of these		
Resources, displays and literature provide balanced information, advice and alternative views for pupils and students		
Pupils demonstrate in their work and relationships with others an ability to recognise diversity and the problems and possibilities inherent within this		
The school provides opportunities to explore fundamental British values, equality, difference, faiths and beliefs., through the curriculum, collective worship and interaction with the wider community		
Spiritual, Moral, Social and Cultural education is understood as a central strand in PREVENT (promoting equality, exploring difference and British values) by all staff and is addressed as suggested in the 2014 SMSC guidance (see links and supporting guidance).		

Appendix 2; Risk Assessment – Factors that may contribute to vulnerability

What are the risks?

There is no such thing as a “typical extremist”, those who become involved in extremist actions come from a range of backgrounds and experiences, and most individuals, even those who hold radical views, do not become involved in violent extremist activity. Pupils may become susceptible to radicalisation through a range of social, personal and environmental factors - it is known that violent extremists exploit vulnerabilities in individuals to drive a wedge between them and their families and communities. Pupils can be vulnerable to being drawn into extremism; they are at an impressionable age - exploring ideas, identity etc. They can be exposed to extreme messages e.g. on the internet, they can be targeted by radicalisers and they can be susceptible to group dynamics, “glamour” of terrorist cause. Exposure to extremist groups increases risks of young people being drawn into criminal activity, and potential to cause significant harm.

There is no single way of identifying an individual who is likely to be susceptible to an extremist ideology. It can happen in many different ways and settings. Specific background factors may contribute to vulnerability which are often combined with specific influences such as:

- Family members or friends and/or direct contact with extremist groups and organisation
- The internet and the use of social media in particular has become a major factor in the radicalisation of young people such as sharing of extremist ideologies and views: it may take form of a ‘grooming ‘process where the vulnerabilities of a young person are exploited to form exclusive friendship, drawing them away from other influences that might challenge radical ideology

Schools are expected to assess the risk of pupils being drawn into terrorism, including support for extremist ideas that are part of terrorist ideology. This should be based on an understanding, shared with partners, of the potential risk in the local area. You will need to demonstrate that you are protecting children and young people from being drawn into terrorism by having robust safeguarding policies in place to identify children at risk, and intervening as appropriate.

As with other safeguarding risks, staff should be alert to changes in children’s behaviour which could indicate that they may be in need of help or protection. It is vital that staff working with children and young people are able to recognise those vulnerabilities. Please note that the risk of radicalisation can develop over time and may relate to a number of factors. Identifying the risks requires practitioners to exercise their professional judgement and to seek further advice as necessary. The risk may be combined with other vulnerabilities or may be the only risk identified.

Factors that may contribute to 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 poor resettlement/ reintegration, previous involvement with criminal groups

Access to extremism/extremist influences

- Is there reason to believe that the child/young person associates with those known to be involved in extremism - either because they associate directly with known individuals or because they frequent key locations where these individuals are known to operate?
- Does the child/young person frequent, or is there evidence to suggest that they are accessing the internet for the purpose of extremist activity?
- Is the child/young person known to have possessed or is actively seeking to possess and/or distribute extremist literature/other media material likely to incite racial/religious hatred or acts of violence?
- Does the child/young person sympathise with, or support illegal/illicit groups e.g. propaganda distribution, fundraising and attendance at meetings?
- Does the child/young person support groups with links to extremist activity but not illegal/illicit e.g. propaganda distribution, fundraising and attendance at meetings?

Experiences, Behaviours and Influences

- Has the child/ young person encountered peer, social, family or faith group rejection?
- Is there evidence of extremist ideological, political or religious influence on the child/young person from within or outside UK?
- Have international events in areas of conflict and civil unrest had a personal impact on the child/young person resulting in a noticeable change in behaviour? It is to recognise that many people may be emotionally affected by the plight of what is happening in areas of conflict (i.e. images of children dying) it is important to differentiate them from those that sympathise with or support extremist activity
- Has there been a significant shift in the child/young person's behaviour or outward appearance that suggests a new social/political or religious influence?
- Has the child/young person come into conflict with family over religious beliefs/lifestyle/ dress choices?
- Does the child/young person vocally support terrorist attacks; either verbally or in their written work?
- Has the child/young person witnessed or been the perpetrator/victim of racial or religious hate crime or sectarianism?

Travel

- Is there a pattern of regular or extended travel within the UK, with other evidence to suggest this is for purposes of extremist training or activity?
- Has the child/young person travelled for extended periods of time to international locations known to be associated with extremism?
- Has the child/ young person employed any methods to disguise their true identity?

Social Factors

- Does the child/young person have experience of poverty, disadvantage, discrimination or social exclusion?
- Does the child/young person experience a lack of meaningful employment appropriate to their skills?
- Does the child/young person display a lack of affinity or understanding for others, or social isolation from peer groups?
- Does the child/young person demonstrate identity conflict and confusion normally associated with youth development?
- Does the child/young person have any learning difficulties/ mental health support needs?
- Does the child/young person demonstrate a simplistic or flawed understanding of religion or politics?

- Does the child/young person have a history of crime?
- Is the child/young person a foreign national, refugee or awaiting a decision on their immigration/national status?
- Does the child/young person have insecure, conflicted or absent family relationships?
- Has the child/young person experienced any trauma in their lives, particularly any trauma associated with war or sectarian conflict?
- Is there evidence that a significant adult or other in the child/young person's life has extremist view or sympathies?

More critical risk factors could 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
- Using extremist narratives and a global ideology to explain personal disadvantage
- Justifying the use of violence to solve societal issues
- Joining extremist organisations
- Significant changes to appearance and/or behaviour

PREVENT E-LEARNING OPPORTUNITIES

There two new Prevent e-learning products now available: a dedicated referral awareness eLearning package, and a package that explains in depth the Channel process to support the online awareness tool.

Prevent Referrals

The training is for anyone who has been through the Prevent awareness eLearning or a Workshop to Raise Awareness of Prevent (WRAP), and so already has an understanding of Prevent and of their role in safeguarding vulnerable people.

It is aimed at anyone who may be in a position to notice signs of vulnerability to radicalisation and aims to give them confidence in referring on for help if appropriate. It is also designed for those (for example line managers) who may receive these referrals and have to consider how to respond, whether that be establishing more context, or reaching out to partner agencies for support. A link to the training is below.

<https://www.elearning.prevent.homeoffice.gov.uk/preventreferrals>

Channel Awareness

This training package is for anyone who may be asked to contribute to, sit on, or even run a Channel Panel. It is aimed at all levels, from a professional asked to input and attend for the first time, to a member of staff new to their role and organising a panel meeting. It covers both an introduction to what Channel is, how it operates in the user's region, and how to organise a Channel Panel for the first time. In response to feedback, it also covers information sharing, including how, when and with whom to share information of a Channel case. A link to the Channel Panel training is below.

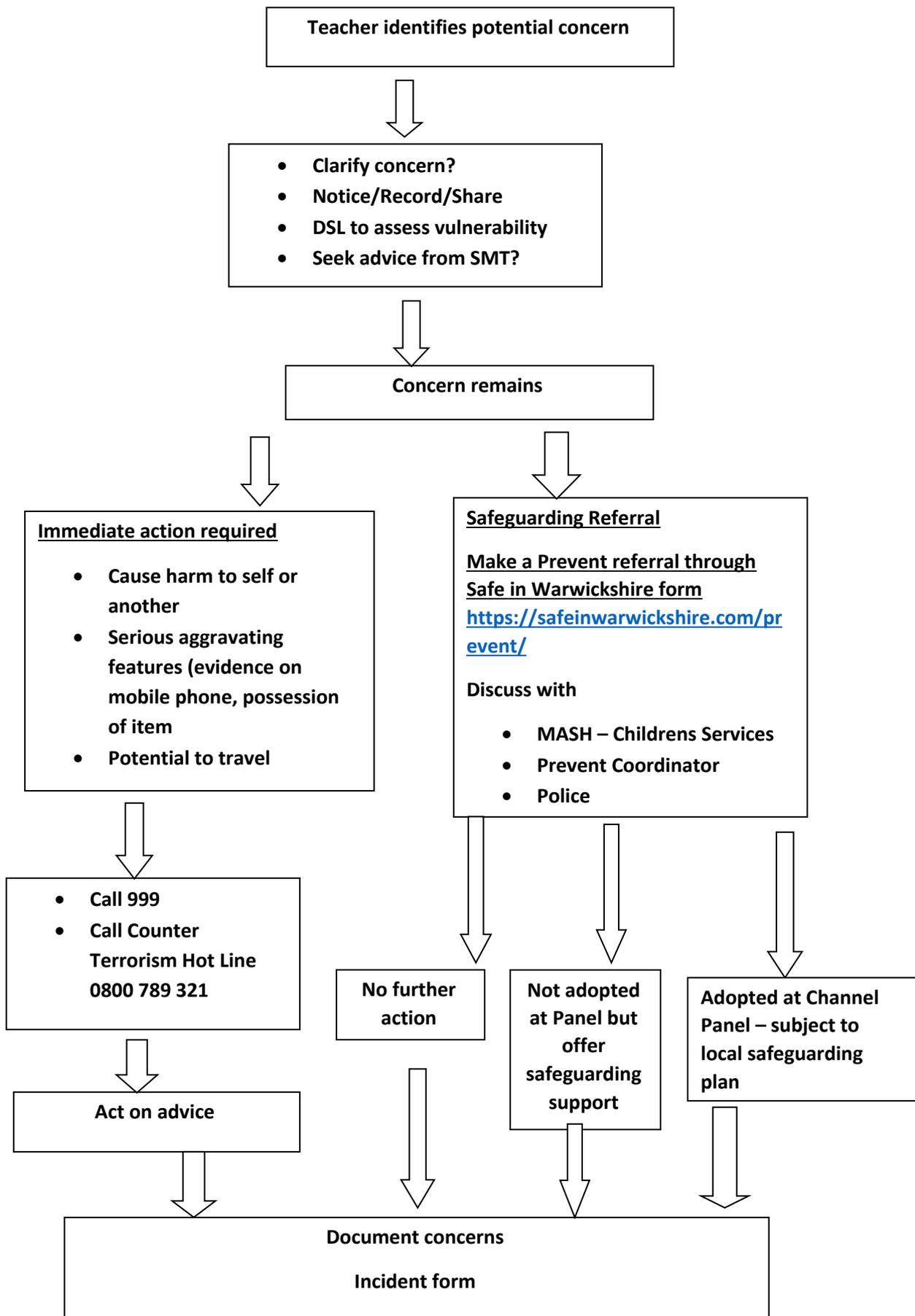
<https://www.elearning.prevent.homeoffice.gov.uk/channelawareness>

Prevent awareness eLearning

The Prevent awareness eLearning has also been recently been refreshed. This includes updates to reflect the recommendations from the Parsons Green review, updated information following the change in threat and attacks of 2017, and new case studies. A link to the training is below.

<http://www.elearning.prevent.homeoffice.gov.uk>

Appendix 3 – Prevent Concern for a Vulnerable Pupil



Appendix 4 - Prevent Working Group/Nominated Prevent Lead Checklist

STEP	ACTION	ACTION/NOTES
1 Organise a Prevent working group or identify a Prevent Lead	<ul style="list-style-type: none"> • Who will lead on Prevent in school? • Who will be part of the Prevent working group? • How often will the group meet? • How often will they update staff on Prevent developments? 	
2 Plan and prepare your policy	<ul style="list-style-type: none"> • Have you carried out a survey/risk assessment to identify your aims? • Have you updated you policies and are they reflected in your practice? • Have you considered training needs for ALL staff? • Are staff, pupils and parents clear about how/where to report Prevent concerns and is this referral process widely promoted and understood? 	
3 Promote British values	<ul style="list-style-type: none"> • Have you mapped opportunities across and beyond the curriculum? • How will you address any gaps identified? • Are staff/ pupils/parents/ governors familiar with these values and how are they demonstrated? 	
4 Promote online safety	<ul style="list-style-type: none"> • Have you updated your acceptable user policy to reflect changes in technology and legislation? • How will you raise awareness of online risk and promote safe practice across and beyond the curriculum? • Are all staff, pupils and parents clear about how/where to report concerns and use the referral process 	
5 Communication	<ul style="list-style-type: none"> • Have you planned a staff INSET, including Prevent as part of new staff induction; and as an on-going item in staff briefing? • Have you considered which topics will be covered in pupil assemblies and across circle time? • Have you arranged a parent safeguarding session to raise awareness of safeguarding issues – including Prevent? 	
6 Review, monitor and evaluate	<ul style="list-style-type: none"> • Is your Prevent group/lead sharing developments regularly • Have you carried out a survey to assess the impact of your strategy/approach? • Are you referring to your risk assessment model to keep you on track? • Have you considered access to higher level training for staff if required? 	

Appendix 5; Prevent Self-Assessment Checklist for Schools

This self-assessment checklist has been developed for schools for the Senior Leadership Team and governors to assess if Prevent has been adopted and embedded into their school's mainstream policies and procedures. A checklist of this nature is a useful form of evidence for inspecting bodies such as Ofsted; it is also a useful self-assessment tool for leadership teams and staff to map what they are already doing well and what could be done to improve 'good practice' further. In the past, schools have used Community Cohesion audits in a similar way, with favourable comments from both leadership teams and Ofsted.

Appropriate members of the Senior Management Team, the Prevent Lead and a Governor who has responsibility for this area should carry out the audit; its findings should be shared with the whole staff. The audit must be reviewed at the very least bi – annually and a record of each audit filed and kept in school.

Area	Owner	Advice/Guidance	Evidence	RAG status
Does your safeguarding policy make explicit that the school sees protection from radicalisation and extremists narratives as a safeguarding issue?		DfE advice states that it is not necessary for schools to have distinct policy on implementing the Prevent duty but it should at least be incorporated into the existing safeguarding policy. The Prevent duty requires schools to be compliant around risk assessment; working in partnership; staff training; IT policies; and building children's resilience to radicalisation. Do you have a specific risk assessment for Prevent or is it included as part of your wider risk assessment procedures?		
Are the lead Prevent responsibilities clearly identified in the policy? <ul style="list-style-type: none"> • Prevent Safeguarding Lead • Prevent Governor Lead • Prevent Curriculum Lead • Responsibility for checking visitors to the school • Responsibility for checking premises use by outsiders? • Responsibilities for 		It is important that the school's senior leadership team and all staff are aware of the Prevent duty and what it means for schools, As well as nominating a safeguarding/ curriculum lead it is important to recognise who has responsibility for school security - with responsibility for checking visitors to the school premises and school premises used by outsiders, ensuring record keeping is compliant and appropriate checks are done		

record keeping				
Have ALL staff received appropriate training on Prevent approved by the DfE and Home Office, such as WRAP (Workshop to Raise Awareness of Prevent); Home Office e-learning on Prevent <ul style="list-style-type: none"> • Does this include support staff? • Are there provisions for new staff induction? 		The Government has launched educate against hate http://educateagainsthate.com , a website designed to equip school and college leaders, teachers and parents with the information, tools and resources they need to recognise and address extremism and radicalisation in young people. The website provides information on training resources for teachers, staff and school and college leaders, such as Prevent e-learning https://www.elearning.prevent.homeoffice.gov.uk		
Have Governors received a Governor Prevent briefing?		See above – Training resources aimed at parents, teachers and school governors/leaders and links to other resources		
Has the designated Safeguarding Officer/team received Prevent training?		Contact the Warwickshire Prevent Officer to enquire about free raining for staff		
Is there appropriate staff guidance and literature available to staff on the Prevent agenda?				
Does your Safeguarding Policy make explicit how Prevent concerns should be reported within school? Does an audit trail for notification reports or referrals exists, and are Prevent referrals/notifications being managed or overseen by relevant staff?		Ensure staff are aware that Prevent referrals involve following your school's existing child protection procedures, using the notice- check - share guidance set out in detail in referral map for reporting a Prevent concern for a vulnerable child and/or adult - see Appendix 3		
Do you have a clear statement about how the Prevent agenda is addressed preventatively		The school's curriculum helps protect pupils against extremism and promotes community cohesion.		

through the curriculum and other activities?				
Does your policy specify British values are addressed through the curriculum and other activities?		<p>The Prevent duty guidance states that schools should promote the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs. Actively promoting the values means challenging opinions or behaviours in school that are contrary to fundamental British values. You will find Departmental advice on promoting basic important British values as part of pupil's spiritual, moral, social and cultural (SMSC) development:</p> <p>https://www.gov.uk/government/publications/promotingfundamental-british-values-through-smsc</p> <p>This guidance describes the understanding and knowledge expected of pupils as a result of schools promoting fundamental British values and provides a list of different actions that schools can take.</p> <p>Please also refer to Appendix 7 Approaches that schools can take to promote British Values</p>		
Have Prevent curriculum interventions been mapped across age range and subject?		Schools will have a range of initiatives and activities that promote the SMSC needs of children aimed at protecting them from radicalisation and extremist influences. Pupils also need to be aware of the benefits of community cohesion and the damaging effects of extremism on community relations		
Are key staff confident to hold difficult conversations with pupils, or discuss incidents that could give rise to fears and grievances?		Staff should be able to provide appropriate challenge to pupils, parents or governors if opinions are expressed that are contrary to fundamental British values and promotion of community cohesion. School should also deliver training that helps develop critical thinking skills around power of influence, particularly on-line and through social media. Please request advice, support and training from Warwickshire Prevent Officer who could assist teaching staff in holding conversation and discussing specific incidents with pupils.		
Is there a clear statement about the range of interventions the school can offer to individuals at risk?		The school can offer safeguarding interventions to individuals at risk the same way it would with any safeguarding concern. The school should always make a Prevent referral for anyone at risk of radicalisation. Access form from https://safeinwarwickshire.com/prevent/ Relevant information is then gathered and shared to determine if there is any vulnerability to radicalisation. An initial safeguarding plan can be put in place and consideration will be given to the Channel Programme. Thresholds.		

		Channel focuses on providing support at an early stage to people who are identified as being vulnerable to being drawn into terrorism.		
Has the school ensured its internet security systems prevent access to unauthorised or extremist websites?		<p>The statutory guidance says schools in England and Wales are required to “ensure children are safe from terrorist and extremist materials when accessing the internet in school, including appropriate levels of filtering “. Any online security system will need to be supported with good teaching and effective supervision. More generally, schools have an important role to play in equipping children and young people to stay safe online, both in school and outside. Internet safety will usually be integral to a school’s ICT curriculum and can also be embedded in other subjects (Citizenship/PSHE/SRE. General advice and resources for schools on internet safety are available on https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/683895/Education_for_a_connected_world_PDF.PDF</p> <p>As with other online risks of harm, every teacher needs to be aware of the risks posed by the online activity of extremist and terrorist groups</p>		