



Prevent Policy

Statement of intent

This policy is written in line with advice from the Department for Education. The Prevent Duty is the expectations contained within the Counter-Terrorism and Security Act 2015 for specified authorities, in the

exercise of their functions, to have due regard to the need to prevent people from being drawn into terrorism.

Schools have a large part to play in this and to ensure that all learners are protected and prevented from being radicalised. Certain extremist groups do attempt to radicalise young people to have them hold extreme views, such as justifying political, religious, sexist or racist violence, or to steer them into a rigid and narrow ideology that is intolerant of diversity and leaves them vulnerable to future radicalisation.

BWAF is committed to providing a safe environment for all our learners, ensuring that all our safeguarding procedures and practices are of the highest quality. Protecting learners from the risk of radicalisation falls within our safeguarding procedures and as such is linked with the practices from many of our policies including our Safeguarding & Child Protection Policy.

BWAF has zero tolerance for any extremist opinions and behaviours from any of our community members which in any way may discriminate against others. It is important to note that we encourage healthy debate about many issues but always through an understanding and respect for the opinion of others and as long as they do not fall within those of extremist views as defined in the next section of this policy.

BWAF supports and adheres to the latest guidance from the DfE which requires schools to actively promote fundamental British values and to ensure that learners are encouraged to regard people of all faiths, races and cultures with respect and tolerance.

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

- **Counter-Terrorism and Security Act 2015**
- **Childcare Act 2006**
- **Data Protection Act 2018**
- **GDPR (2018)**

This policy draws on the advice and guidance of a variety of sources, including; the revised

- **Prevent Duty Guidelines (Updated 2019)**
- **Prevent Duty for schools (2015)**
- **Channel Duty Guidance (Updated 2019)**
- **Channel Vulnerability Framework (2012)**
- **Keeping Children Safe in Education (2020)**
- **Working Together to Safeguard Children (2018)**
- **Promoting Fundamental British values as part of SMSC in schools (2014)**

Definitions (Keeping Children Safe in Education 2020)

Children are vulnerable to extremist ideology and radicalisation. Similar to protecting children from other forms of harms and abuse, protecting children from this risk should be a part of a schools' or colleges' safeguarding approach.

Extremism-is the vocal or active opposition to our fundamental values, including democracy, the rule of law, individual liberty and the mutual respect and tolerance of different faiths and beliefs. This also includes calling for the death of members of the armed forces.

Radicalisation- refers to the process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups.

Terrorism- is 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.

Legislation and Guidance

The [Prevent Duty guidance](#) is part of the Government's overall counter-terrorism strategy. The aim of the Prevent strategy is to reduce the threat to the UK from terrorism by stopping people becoming terrorists or supporting terrorism, simply expressed as the need to "prevent people from being drawn into terrorism".

The Prevent strategy has three specific strategic objectives:

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

The Counter Terrorism and Security Act of 2015 placed 'Prevent' on a statutory footing and schools and colleges have been given guidelines on implementing the [Prevent Duty for Schools](#). In addition, responsibility was placed on Local Authorities to carry out the following, which is a key component of the work of Channel (see Reporting Concerns section of this document):

- Work in partnership with other agencies, including schools, to assess the risk of individuals being drawn into terrorism
- Ensure from this risk assessment, an action plan is produced
- Train staff appropriately to deal with these matters

Channel

Channel is a programme which focuses on providing support at an early stage to people who are identified as being vulnerable to being drawn into terrorism. The programme uses a multi-agency approach to protect vulnerable people by:

- identifying individuals at risk

- assessing the nature and extent of that risk
- developing the most appropriate support plan for the individuals concerned

Each referral is screened for suitability undertaken by the local authority and if deemed appropriate, further action will occur including communication and consent with the individual to initiate a Panel. The Panel will then decide what, if any, support is needed to protect the individual. Further information on making referrals can be found on: <https://www.lincolnshire.gov.uk/crime-prevention/preventing-extremism>

Roles and Responsibilities

It is the role of the Board of Directors and the academy local governing body to ensure that the academy meets its statutory duties with regard to preventing radicalisation.

The local governing body has a nominated person who will liaise with the Headteacher and other staff about issues to do with protecting learners from radicalisation. (see Appendix 1 Prevent Risk Assessment)

The Headteacher is to:

- Implement this policy.
- Ensure that the academy and its staff respond to preventing radicalisation on a day-to-day basis
- Ensure that the academy's curriculum addresses the issues involved in radicalisation
- Ensure learners are taught about British values through the curriculum
- Ensure that staff conduct is consistent with preventing radicalisation
- Undertake a risk assessment to determine whether learners are at risk of being drawn into terrorism.
- Identify extremist risks in the local area.
- Ensuring any visitors and speakers at the school are appropriate vetted prior to them having access to learners

Designated Safeguarding Leads are to:

- Ensure that staff understand the issues of radicalisation, are able to recognise the signs of vulnerability or radicalisation and know how to refer their concerns through Prevent duty training
- Receive safeguarding concerns about learners who may be vulnerable to the risk of radicalisation or are showing signs of radicalisation
- Make referrals (and follow up) to appropriate agencies with regard to concerns about radicalisation (Channel)
- Work with external agencies to support learners at risk of being drawn into terrorism
- Provide guidance to other staff members to help them support learners at risk of being drawn into terrorism
- Report to the local governing body and the Board of Directors on these matters.

Staff members are responsible for:

- Being alert to the risk factors of extremism and radicalisation.
- Raising any concerns with the DSL (or any deputies, in their absence).
- Notifying the DSL (or any deputies, in their absence) when they make any referrals to the Channel programme.
- Engaging in staff training on the Prevent duty.

Curriculum

The Trust is committed to ensuring that our learners are offered a broad and balanced curriculum that aims to prepare them for life in modern Britain. We encourage our learners to be inquisitive and open to new experiences and are tolerant of others.

Each academy supports the development of the whole child as a reflective learner within a calm, caring, happy and purposeful atmosphere. Teaching the academy's and the Trust's core values alongside the fundamental British Values supports quality teaching and learning, whilst making a positive contribution to the development of a fair, just and civil society.

Internet Safety

The internet provides learners with access to a wide range of content, some of which is harmful. Extremists use the internet, including social media, to share their messages. The filtering systems used in the Trust blocks inappropriate content, including extremist content and filters out social media, such as Facebook. Searches and web addresses are monitored and the ICT technicians will alert senior staff where there are concerns and prevent further access when new sites that are unblocked are found.

Where staff, learners or visitors find unblocked extremist content they must report it to a senior member of staff.

The Trust is aware that learners have access to unfiltered internet when using their mobile phones and staff are alert to the need for vigilance when learners are using their phones.

Learners and staff know how to report internet content that is inappropriate or of concern.

Staff Training

Staff will be given training to help them understand the issues of radicalisation, to recognise the signs of vulnerability or radicalisation and know how to refer their concerns. This information also forms part of induction safeguarding training. Staff are updated as necessary in weekly safeguarding briefings.

Safer Recruitment

The Trust will ensure that the staff we appoint to each academy or centrally are suitable, our recruitment procedures are rigorous, and we follow the statutory guidance published in part 3 of Keeping Children Safe

in Education (2020). Vetting and barring checks are undertaken on relevant people, including governors and volunteers.

Visitors

Visitors to are made aware of our safeguarding and child protection policies on arrival at each academy and are given information about what to do if they are concerned about any aspect of child welfare.

Visitors who are invited to speak to learners will be informed about our preventing extremism policy and relevant vetting checks are undertaken. We undertake due diligence to ensure that visiting speakers are appropriate. Speakers will be supervised at all times and will not be allowed to speak to children without a member of staff being present.

Staff must not invite speakers into the academy without first obtaining permission from the Headteacher (or person designated by the headteacher).

Working in Partnership

The Prevent duty builds on existing local partnership arrangements. Multi-agency Safeguarding Partnerships are responsible for co-ordinating what is done by local agencies BAAF ensures that our lines of communication with the LA are effective. Other partners, in particular the police and also civil society organisations, are also able to provide advice and support to academies on implementing the duty.

Effective engagement with parents / the family is also important as they are in a key position to spot signs of radicalisation. It is important to assist and advise families who raise concerns and be able to point them to the right support mechanisms. (Appendix 3)

Identifying Learners who may be at risk of radicalisation

As with managing other safeguarding risks, staff should be alert to changes in a learner's behaviour which could indicate that they may be in need of help or protection. Learners at risk of radicalisation may display different signs or seek to hide their views. Academy staff should use their professional judgement in identifying learners who might be at risk of radicalisation and act proportionately. There is no single way of identifying an individual who is likely to be susceptible to a terrorist ideology.

Even very young learners 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.

Channel is about safeguarding children and adults from being drawn into committing terrorist-related activity. It is about early intervention to protect and divert people away from the risk they face before illegality occurs.

It should not be assumed that the characteristics set out below necessarily indicate that a person is either committed to terrorism or may become a terrorist. The assessment framework involves three dimensions:

- Engagement
- Intent
- capability,

which are considered separately.

However, it must be noted that a learner could be engaged with an extremist group but have neither the intent of capability to act. Likewise, a learner may have the engagement with a group, an intent but possibly not have the capability to act.

Staff are always vigilant to any sign that may concern them about a child. Possible signs of radicalisation are below but not exclusive only to this:

Engagement with a group, cause or ideology

Engagement factors are sometimes referred to as “psychological hooks”. They include needs, susceptibilities, motivations and contextual influences and together map the individual pathway into terrorism. They can include:

- Feelings of grievance and injustice
- Feeling under threat
- A need for identity, meaning and belonging
- A desire for status
- A desire for excitement and adventure
- A need to dominate and control others
- Susceptibility to indoctrination
- A desire for political or moral change
- Opportunistic involvement
- Family or friends involvement in extremism
- Being at a transitional time of life
- Being influenced or controlled by a group
- Relevant mental health issues
- Being secretive about online behaviour

Intent to cause harm

Not all those who become engaged by a group, cause or ideology go on to develop an intention to cause harm, so this dimension is considered separately. Intent factors describe the mindset that is associated with a readiness to use violence and address what the individual would do and to what end. They can include:

- Over-identification with a group or ideology
- ‘Them and Us’ thinking
- Dehumanisation of the enemy
- Attitudes that justify offending
- Harmful means to an end
- Harmful objectives

Capability to cause harm

Not all those who have a wish to cause harm on behalf of a group, cause or ideology are capable of doing so, and plots to cause widespread damage take a high level of personal capability, resources and networking to be successful. What the individual is capable of is therefore a key consideration when assessing risk of harm to the public. Factors can include:

- Individual knowledge, skills and competencies
- Access to networks, funding or equipment
- Criminal Capability

In addition, staff may notice or be aware of:

- Family or friends of the learner having involvement in extremism
- Graffiti symbols, writing or art work promoting extremist messages or images
- Learners accessing extremist material online, including through social networking sites
- Parental reports of changes in behaviour, friendship or actions and requests for assistance

Local schools, Local Authority services, and police reports of issues affecting learners in other schools or settings

Building learner's resilience to radicalisation

Academies can build learners' resilience to radicalisation by providing a safe environment for debating controversial issues and helping them to understand how they can influence and participate in decision-making. Academies will continue to promote the spiritual, moral, social and cultural development of learners and, within this, fundamental British values. Advice on promoting fundamental British values in schools is available. Further guidance can be sought: <https://www.gov.uk/government/news/guidance-on-promoting-british-values-in-schools-published>

Personal, Social and Health Education (PSHE) can be an effective way of providing learners with time to explore sensitive or controversial issues, and equipping them with the knowledge and skills to understand and manage difficult situations. Used effectively, it can teach learners to recognise and manage risk, make safer choices, and recognise when pressure from others threatens their personal safety and wellbeing. They can also develop effective ways of resisting pressures, including knowing when, where and how to get help. Our academies can encourage learners to develop positive character traits through PSHE, such as resilience, determination, self-esteem, and confidence.

For early years, the statutory framework for the Early Years Foundation Stage Profile sets standards for learning, development and care for children from 0-5, thereby assisting their personal, social and emotional development and understanding of the world. In addition, various guidelines/resources are available for the promotion of British values in early years.

Making a judgement

Although extremist behaviour can be presented in many forms, the Trust understands the following as the most obvious risk factors:

- Disclosure about extremist or radicalised behaviour by learners – this could include exposure to materials outside of the academy
- Use of specific terms associated with certain ideological views, e.g. ‘hate’ language
- Intelligence reports from local and national agencies regarding the radicalisation of groups of people in the local area
- Focus on specific narratives that highlight particular extremist views
- Evidence of accessing online materials that include extremist materials
- Refusal to accept views expressed by others which are counter to the academy’s Equality and Diversity Policy.
- Documented concerns raised by parents or family members about the changing behaviour of the learner
- References to an extremist narrative in learner’s work
- Disassociation from existing friendship groups
- A loss of interest in activities which they previously engaged in
- Asking questions about identity, faith and belonging
- Behavioural characteristics, such as low self-esteem, isolation, and perceptions of failure and injustice
- Family tensions
- Migration
- Events affecting their country or region of origin
- Alienation from UK values
- Grievance triggered by personal experience of racism or discrimination
- Inappropriate forms of dress
- Property damage
- Refusal to cooperate with the requests of teachers or other adults

Reporting concerns

If a member of staff has a concern about a particular learner, they will follow our normal safeguarding procedures, which initially is communication with our Designated Safeguarding Lead (DSL).

Individual staff are able to, if appropriate, go directly to social services and the police (dial 101 non-emergency number), but the likely action would be that the DSL would assess the information and risk and, if deemed appropriate, take appropriate action. Further information on making referrals can be found on:

<https://www.lincolnshire.gov.uk/crime-prevention/preventing-extremism>

Action may range from continued monitoring, communicating with relevant staff, family and even the learner, and/or communicating with the police and instigating a referral to Channel. The assessment of the risk will to an extent dictate the actions and consultation between senior staff and DSL will occur.

If a referral is made to the police, the appropriate local procedure will be followed in terms of referral forms and subsequent communications which will then go forward to the Channel Panel.

All of this information will be recorded on the academy's safeguarding recording system, My Concern. In addition, Risk of Radicalisation - Incident Reporting Proforma and Register should be completed. (Appendix 3 and 4).

In addition, the Department for Education has dedicated a telephone helpline (020 7340 7264) to enable staff, governors and directors to raise concerns relating to extremism directly. Concerns can also be raised by email to: counter.extremism@education.gsi.gov.uk.

Radicalisation risk assessment- Appendix 1

Assessment conducted by:	Job title:	Covered by this assessment:
Date of assessment:	Review interval: Annually	Date of next review:

Related documents
E-safety Policy, IT Acceptable Use Agreement, Behaviour Policy, Anti-bullying Policy, SEND Policy, Lettings Policy, Whistleblowing Policy, Child Protection and Safeguarding Policy, Risk of radicalisation incident register and reporting proforma.

Risk rating		Likelihood of occurrence		
		Probable	Possible	Remote
Likely impact	Major Is likely to contribute to radicalisation	High (H)	H	Medium (M)
	Severe Has potential to contribute to radicalisation	H	M	Low (L)
	Minor Is unlikely to contribute to radicalisation	M	L	L

Potential risks	Risk rating prior to action H/M/L	Recommended controls	In place? Yes/No	By whom?	Deadline	Risk rating following action H/M/L
Learners						
Learners groomed by radical extremists online		<ul style="list-style-type: none"> • Internet usage and searches are monitored using (insert software) to identify learners searching for extremist terms. • Learners found searching extremist terms will be recorded on the risk of radicalisation incident register • Access to websites containing extremist material is blocked. • Learners are educated on the acceptable use of the IT facilities, and must sign the acceptable use agreement. • Fishtoft Academy's network is protected by (insert software name) firewall. 				
Learners unable to recognise extremism and unaware of how to seek help		<ul style="list-style-type: none"> • Fishtoft Academy will continue to educate our learners on religious and political matters as part of a broad and balanced curriculum. • The curriculum is reviewed annually to ensure it offers the broadest possible education, including how to recognise extremism, the dangers of it, and how to get help. • Learners are educated about online safety as part of the curriculum. • Learners are educated about acceptable behaviour and the procedures for reporting bullying and misbehaviour, as per the Behaviour Policy, Code of Conduct for Pupils and the Anti-bullying Policy. • Posters displaying helpline numbers and contact details for the Designated Safeguarding Lead are displayed around Fishtoft Academy. 				

Potential risks	Risk rating prior to action H/M/L	Recommended controls	In place? Yes/No	By whom?	Deadline	Risk rating following action H/M/L
Learners afraid to come forward		<ul style="list-style-type: none"> • XXX Academy has a comment box, in which learners can anonymously voice their concerns. • Posters displaying helpline numbers and contact details for the Designated Safeguarding Lead are displayed around the Academy. • As part of their general classroom practice, teachers build rapport and trust with all their learners as much as possible. 				
Learners disengage from education and actively seek extremist groups		<p>Fishtoft Academy's curriculum offers a broad and balanced education, including RE and politics.</p> <ul style="list-style-type: none"> • As part of their action plan, teachers make their lessons interesting and engaging for all their learners. • The curriculum is reviewed annually to ensure it offers the broadest possible education, including extremism, the dangers of it, and how to get help. • Improved careers guidance and work-related learning is threaded through the curriculum, and is available to learners, in addition to the curriculum, to encourage aspiration and community cohesion. • Learners found searching extremist terms online will be recorded on the risk of radicalisation incident register . • Internet usage is monitored using (insert software) to identify learners searching for extremist terms. • All incidents displaying an indicator of vulnerability to radicalisation are recorded on the risk of radicalisation incident register, and are assessed on a case-by-case basis. • All incidents are re-evaluated half-termly. • The behaviour of learners on the risk of radicalisation incident register is closely monitored for a minimum of 12 months, unless further incidents occur, in which case, the time would be extended to be proportionate. 				

Potential risks	Risk rating prior to action H/M/L	Recommended controls	In place? Yes/No	By whom?	Deadline	Risk rating following action H/M/L
Learners fail to integrate into Fishtoft Academy life and actively seek extremist groups		<p>Fishtoft Academy promotes the fair treatment of all learners as part of our ethos and values.</p> <ul style="list-style-type: none"> • Fishtoft prohibits both direct and indirect discrimination of any learner as part of our SEND Policy and Anti-Bullying Policy. • All staff are trained on the SEND Policy and Anti-bullying Policy as part of their new-starter induction. • New learners, learners who suffer bullying and learners deemed vulnerable are assigned a peer mentor to aid integration. 				
Parents/carers						
Families feel targeted or do not understand the Prevent duty		<ul style="list-style-type: none"> • All parents/carers are made aware of the Academy's responsibilities under the Prevent duty, via a sensitive letter, which makes clear that no particular families are being targeted. • All safeguarding arrangements, including those in terms of the Prevent duty are published on the Academy website. • The DSL receives training on how to communicate with parents on the issue of radicalisation. • The DSL maintains regular and supportive communication with the parents/carers of learners identified as at risk. • The complaints policy and procedure is published on the website, ensuring that parents/carers have a procedure to voice any concerns. 				

Potential risks	Risk rating prior to action H/M/L	Recommended controls	In place? Yes/No	By whom?	Deadline	Risk rating following action H/M/L
Families are unwilling to cooperate with Fishtoft Academy and referral service		<ul style="list-style-type: none"> • Fishtoft Academy has strong links with Lincolnshire County Council, the police and social services and will obtain their help as soon as is necessary. • The complaints policy and procedure is published on the website to ensure parents are aware of their duties. • The safeguarding policy and procedures are published on the website to ensure parents are aware of their duties. • Fishtoft Academy maintains regular communication with parents in order to promote positive relationships. 				
Staff and visitors						
Extremist external agencies		<ul style="list-style-type: none"> • The Lettings Policy prohibits known extremist groups, or individuals or groups whose values contradict the Academy's values and ethos, from speaking at the Academy. • Any outside speakers who come to speak in assembly are vetted first, and the content of their assembly is agreed upon with the Headteacher or Deputy Head prior to their performance. 				

Potential risks	Risk rating prior to action H/M/L	Recommended controls	In place? Yes/No	By whom?	Deadline	Risk rating following action H/M/L
Staff members or visitors intentionally voice extremist opinions		<ul style="list-style-type: none"> • All staff in regulated activity must have the appropriate DBS checks. • All visitors in regulated activity must have the appropriate DBS checks. • Any visitors whether in regulated activity or not, will still be researched, vetted and agreed by the HR department for the Trust (volunteers) or the Head Teacher / Deputy (Visitors). • Fishtoft Academy will screen staff, visitors and volunteers to ensure that they will not deliver messages of extremism or radicalisation. • All staff are trained in the Whistle-blowing Policy as part of their induction. • Any staff member who voices extremist opinions will be subject to disciplinary proceedings proportionate to the incident, and, depending on the severity of the incident, may face dismissal. • Any visitors who intentionally voice extremist views will be barred from Fishtoft Academy and, if necessary, reported to the appropriate authorities. 				
Staff members or visitors unwittingly voice extremist opinions		<ul style="list-style-type: none"> • Fishtoft Academy will screen staff, visitors and volunteers to ensure that they will not deliver messages of extremism or radicalisation. • All staff are trained in the Whistleblowing Policy as part of their new-starter induction. • Any staff member identified as voicing extremist opinions will be subject to disciplinary proceedings proportionate to the incident, and depending on the severity of the incident, may face dismissal. • Any visitors found unwittingly voicing extremist views will be given a warning, and following any subsequent 				

Potential risks	Risk rating prior to action H/M/L	Recommended controls	In place? Yes/No	By whom?	Deadline	Risk rating following action H/M/L
		instances will be asked to leave the premises and, if necessary, reported to the appropriate authorities.				
Governors/ Directors out-of-date with Prevent requirements		<ul style="list-style-type: none"> • Key governors/Directors attend annual Prevent training (Or receive the online equivalent of this). • The Board of Directors must review and sign off all policies pertaining to the Prevent duty after studying the statutory guidance. 				

Potential risks	Risk rating prior to action H/M/L	Recommended controls	In place? Yes/No	By whom?	Deadline	Risk rating following action H/M/L
Failure in the referral system – learners ‘slips through the cracks’		<ul style="list-style-type: none"> • Fishtoft Academy sets out the policy and procedure to be followed in terms of vulnerable learners and radicalisation in the Child Protection and Safeguarding Policy. • All staff are trained on the Child Protection and Safeguarding Policy, vulnerability to radicalisation indicators and the safeguarding procedures to follow when these indicators are recognised in a learner, as part of their new-starter induction. • Refresher training on the indicators of vulnerability to radicalisation takes place annually as part of child protection and safeguarding training. (Online) • All staff are trained in the Whistle-blowing Policy and procedures as part of their new-starter induction and subsequent HR training. • Fishtoft Academy has strong links with Lincolnshire County Council, the police and social services. Names and contact details of the appropriate people are shared with key safeguarding staff. • Incidents suggesting risk of radicalisation are recorded on the risk of radicalisation incident register and are assessed on a case-by-case basis. • All incidents are re-evaluated termly. • The behaviour of learners on the risk of radicalisation incident register is closely monitored for at least 12 months, unless further incidents occur, in which case, the time would be extended proportionately. 				

Potential risks	Risk rating prior to action H/M/L	Recommended controls	In place? Yes/No	By whom?	Deadline	Risk rating following action H/M/L
Vulnerable learners not identified		<ul style="list-style-type: none"> • Fishtoft Academy sets out the policy and procedure to be followed in terms of vulnerable learners and radicalisation in the Child Protection and Safeguarding Policy. • All staff are trained on the Child Protection and Safeguarding Policy, vulnerability to radicalisation indicators, and the safeguarding procedures to follow when these indicators are recognised in a learner, as part of their new-starter induction. • Refresher training on the indicators of vulnerability to radicalisation takes place annually as part of safeguarding training. • All incidents displaying an indicator of vulnerability to radicalisation are recorded on the risk of radicalisation incident register, and are assessed on a case-by-case basis. • All incidents are re-evaluated termly. • Key safeguarding staff undertake Prevent training on an annual basis. • Key Prevent messages are shared with parents through annual letters, so they can help identify learners at risk, and remain informed of the process. • The behaviour of learners on the risk of radicalisation incident register is closely monitored for at least 12 months, unless further incidents occur, in which case, the time would be extended as necessary. 				

Where to go for more information

If you have any questions or concerns about the Prevent strategy and what it means for your child, please do not hesitate to contact the school.

Contact: fishtoft@bwaf.net

See our policies

Prevent Policy, Equality and Diversity Policy, Safeguarding and Child Protection Policy

External sources

The following sources may also be useful for further information:

Revised prevent duty guidance for England and Wales, HM Government (Adobe pdf file)

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/445977/3799_Revised_Prevent_Duty_Guidance_England_Wales_V2-Interactive.pdf

The Prevent duty: advice for schools and childcare providers, GOV.UK – DfE (Adobe pdf file)

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/439598/prevent-duty-departmental-advice-v6.pdf

What is Prevent?, Let's Talk About It

<http://www.ltai.info/what-is-prevent/>

Prevent Duty Lincolnshire County Council

<https://www.lincolnshire.gov.uk/crime-prevention/preventing-extremism>



The Prevent
strategy-
Parent Pamphlet



What is the Prevent strategy?

Prevent is a government strategy designed to stop people becoming terrorists or supporting terrorist or extremist causes.

The Prevent strategy covers all types of terrorism and extremism, including political and religious extremism.

How does the Prevent strategy apply to schools?

All schools (as well as other organisations) have a duty to safeguard children from radicalisation and extremism.

This means schools have a responsibility to protect children from extremist and violent views, in the same way we protect them from drugs or gang violence.

Importantly, schools can provide a safe place for learners to discuss these issues so that they better understand how to protect themselves.

KEY TERMS

Extremism – vocal or active opposition to fundamental British values such as democracy, the rule of law and tolerance of different faiths and beliefs

Ideology – a set of beliefs

Terrorism – 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, and is intended to advance a political, religious or ideological cause

What does this mean in practice?

Different schools will carry out the Prevent duty in different ways, depending on the age of the children and the needs of the community.

Many of the things we already do in school to help children become positive, happy members of society also contribute to the Prevent strategy.

Include information about your school's approach here, for example:

- *Exploring other cultures and religions and promoting diversity*
- *Challenging prejudices and racist comments*
- *Developing critical thinking skills and a strong, positive self-identity*
- *Promoting the spiritual, moral, social and cultural development of learners, as well as British values such as democracy*
- *Protecting children from the risk of radicalisation, such as using filters on the internet or vetting visitors who come into school*

Frequently Asked Questions

How does Prevent relate to British values?

Schools have been required to promote British values since 2014, and this will continue to be part of the response to the Prevent strategy.

British values include:

- Democracy
- The rule of law
- Individual liberty and mutual respect
- Tolerance of different faiths and beliefs

Isn't my child too young to learn about extremism?

The Prevent strategy is not just about discussing extremism itself, which may not be appropriate for younger children. It is also about teaching children values such as tolerance and mutual respect.

Schools should make sure any discussions are suitable for the age and maturity of the children involved.

Is extremism really a risk in our area?

Extremism can take many forms, including political, religious and ideological extremism. Some of these may be a bigger threat in our area than others.

The intention is to give children the skills to protect them from any extremist views they may encounter, now or later in their lives.

Risk of Radicalisation - Incident Reporting Proforma Appendix 3

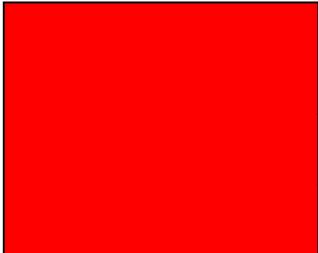
Learner name:	
Address:	
Class:	
Parent(s) name(s):	
Parent(s) contact number:	
Details of incident: (Vulnerability indicator)	
Action taken:	
Follow up action to be taken:	

Signed: _____ **DSL**

Signed: _____ **Headteacher**

Date: _____

Vulnerability indicator	No.	Incident
Engagement with a group, cause or ideology	1	Spending increased time in the company of suspected or confirmed extremists.
	2	Change in their style of dress/personal appearance to accord with extremist group.
	3	Day-to-day behaviour becoming increasingly centred on an extremist ideology, group or cause.
	4	Loss of interest in friends and activities not associated with the extremist ideology, group or cause.
	5	Possession of extremist material or symbols e.g. swastika.
	6	Attempting to recruit others to the group/cause/ideology.
	7	Communicating with others in a manner that suggests identification with an extreme group/cause/ideology.
	8	Other (<i>please specify</i>).
Intention to cause harm	9	Identifying another group as threatening what they stand for and blaming that group for social/political ills.
	10	Insulting/derogatory name calling or labelling of another group.
	11	Speaking about the imminence of harm from a different group and the importance of retaliation/action.
	12	Expressing attitudes that justify offending on behalf of the group/cause/ideology.
	13	Supporting violence/harm towards others.
	14	Plotting/conspiring against others in a way that is based on extremist ideology.
	15	Other (<i>please specify</i>).
Capability to cause harm	16	A history of violence.
	17	Occupational skills that could enable acts of terrorism e.g. pharmacology, construction.

	18	Technical expertise that could be deployed in acts of terrorism e.g. IT skills, knowledge of chemicals.
	19	Use of criminal networks to support extremist goals.
	20	Other (<i>please specify</i>).



Risk of radicalisation – incident register Appendix 4

Name of Learner:		Date of Birth:			
Vulnerability indicator	Incident	Number of incidents to date:	Action taken		
			1st	2nd	3rd
Engagement with a group, cause or ideology	Spending increased time in the company of suspected or confirmed extremists.				
	Change in their style of dress/personal appearance to accord with extremist group.				
	Day-to-day behaviour becoming increasingly centred on an extremist ideology, group or cause.				
	Loss of interest in friends and activities not associated with the extremist ideology, group or cause.				
	Possession of extremist material or symbols e.g. swastika.				
	Attempting to recruit others to the group/cause/ideology.				
	Communicating with others in a manner that suggests identification with an extreme group/cause/ideology.				
	Other (<i>please specify</i>).				
Intention to cause harm	Identifying another group as threatening what they stand for and blaming that group for social/political ills.				
	Insulting/derogatory name calling or labelling of another group.				

