

# **PREVENT POLICY (Whole School including EYFS)**

---

**Independent Day School for Boys and Girls**

**Our Lady of Sion School**

Reviewed: 9 August 2018  
Frequency of Review: Annually

Next review: August 2019

## **PREVENTING EXTREMISM and RADICALISATION POLICY**

**Our Lady of Sion School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment**

### **Introduction**

Our Lady of Sion School is committed to providing a secure environment for all of our students, staff and stakeholders.

The current threat from terrorism extremism in the United Kingdom can involve the exploitation of vulnerable people, including children, young people and vulnerable adults to involve them in terrorism or activity in support of terrorism.

Since 2010, when the Government published the Prevent Strategy, there has been an awareness of the specific need to safeguard children, young people and families from violent extremism. There have been several occasions both locally and nationally in which extremist groups have attempted to radicalise vulnerable children and young people to hold extreme views including views 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.

Our Lady of Sion values freedom of speech and the expression of beliefs/ideology as fundamental rights underpinning our society's values. Both students and teachers have the right to speak freely and voice their opinions. However, freedom comes with responsibility and free speech that is designed to manipulate the vulnerable or that leads to violence and harm of others goes against the moral principles in which freedom of speech is valued. Free speech is not an unqualified privilege; it is subject to laws and policies governing equality, human rights, community safety and community cohesion.

The current threat from terrorism in the United Kingdom may include the exploitation of vulnerable people, to involve them in terrorism or in activity in support of extremism and terrorism. The normalisation of extreme views may also make children and young people vulnerable to future manipulation and exploitation. Our school is clear that this exploitation and radicalisation should be viewed as a safeguarding concern.

Our school's Preventing Extremism and Radicalisation Policy draws upon the guidance contained in the DfE Guidance "Keeping Children Safe in Education, September 2018" and Prevent Duty Guidance: for England and Wales (July 2015) (Prevent), The Prevent duty: Departmental advice for schools and child-minders (June 2015) and The use of social media for on-line radicalization (July 2015).

Definitions of radicalisation and extremism, and indicators of vulnerability to radicalisation are to be found in Appendix 1.

In adhering to this policy, and the procedures therein, staff, governors, volunteers and visitors will contribute to the School's delivery of the outcomes to all children, as set out in the Children Act 2004.

The school also has its own risk assessment, detailing any specific concerns for our community.

### **School Ethos and Practice**

There is no place for extremist views of any kind in our school, whether from internal sources – students, staff or governors, or external sources - school community, external agencies or individuals. Our school's ethos of 'Consideration Always', embraces all members of our community.

It is imperative that our students and parents see our school as a safe place where they can discuss and explore controversial issues safely and in an unbiased way and where our teachers encourage and facilitate this.

As a school we recognise that extremism and exposure to extremist materials and influences can lead to poor outcomes for our students. We also recognise that if we fail to challenge extremist views we are failing to protect our students.

Extremists of all persuasions aim to develop destructive relationships between different communities by promoting division, fear and mistrust of others based on ignorance or prejudice and thereby limiting the life chances of young people. Education is a powerful weapon against this; equipping young people with the knowledge, skills and critical thinking, to challenge and debate in an informed way.

We will provide a broad and balanced curriculum that meets the needs of our pupils and students, delivered by skilled professionals, so that they are enriched, understand and become tolerant of difference and diversity and also to ensure that they thrive, feel valued and not marginalised.

We are aware that young people can be exposed to extremist influences or prejudiced views from an early age which emanate from a variety of sources and media, including via the internet, and at times students may themselves reflect or display views that may be discriminatory, prejudiced or extremist, including using derogatory language.

Any prejudice, discrimination or extremist views, including derogatory language, displayed by students, staff, visitors or parents will always be challenged and where appropriate dealt with. Where misconduct by a teacher is proven the matter will be referred to the National College for Teaching and Leadership for their consideration as to whether to a Prohibition Order is warranted.

As part of wider safeguarding responsibilities school staff will be alert to:

- Disclosures by students of their exposure to the extremist actions, views or materials of others outside of school, such as in their homes or community groups, especially where students have not actively sought these out;
- Graffiti symbols, writing or art work promoting extremist messages or images;
- Students 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 pupils in other schools or settings;
- Students voicing opinions drawn from extremist ideologies and narratives;
- Use of extremist or 'hate' terms to exclude others or incite violence;
- Intolerance of difference, whether secular or religious or, in line with our equalities policy, views based on, but not exclusive to, gender, disability, homophobia, race, colour or culture;
- Attempts to impose extremist views or practices on others;
- Anti-Western or Anti-British views.

### **Teaching Approaches**

We will all strive to eradicate the myths and assumptions that can lead to some young people becoming alienated and disempowered, especially where the narrow approaches children may experience elsewhere may make it harder for them to challenge or question these radical influences. In our school this will be achieved by good teaching, primarily during PSHEE lessons.

We will ensure that all of our teaching approaches help our students build resilience to extremism and give pupils a positive sense of identity through the development of critical thinking skills. We will ensure that all of our staff are equipped to recognise extremism and are skilled and confident enough to challenge it.

We will be flexible enough to adapt our teaching approaches, as appropriate, so as to address specific issues so as to become even more relevant to the current issues of extremism and radicalisation.

This approach will be embedded within the ethos of our school so that students know and understand what safe and acceptable behaviour is in the context of extremism and radicalisation. This will work in conjunction with our school's approach to the spiritual, moral, social and cultural development of our students. Where students are concerned about possible attempts to radicalise through the internet they know to report to their teacher or the pastoral team. Posters are displayed around the school to remind them of this. We also educate parents of the risk of radicalisation through newsletters, the learning platform and briefings during Parents' evenings.

We will also work with local partners, families and communities in our efforts to ensure our school understands and embraces our local context and values in challenging extremist views and to assist in the broadening of our pupil's experiences and horizons. This will be reviewed through our Prevent Risk Assessment. We will help support students who may be vulnerable to such influences as part of our wider safeguarding responsibilities and where we believe a student is being directly affected by extremist materials or influences we will ensure that that student is offered mentoring.

We will promote the values of democracy, the rule of law, individual liberty, mutual respect and tolerance for those with different faiths and beliefs. This is fundamental to our School's ethos and aims where we will teach and encourage pupils to respect one another and to respect and tolerate difference, especially those of a different faith or no faith. It is indeed our most fundamental responsibility to keep our pupils safe and prepare them for life in modern multi-cultural Britain and globally.

### **Use of External Agencies and Speakers**

At Our Lady of Sion School we encourage the use of external agencies or speakers to enrich the experiences of our students, however, within the limits of our capacity we will positively vet those external agencies, individuals or speakers who we engage to provide such learning opportunities or experiences for our pupils.

Such vetting is to ensure that we do not unwittingly use agencies that contradict each other with their messages or that are inconsistent with, or are in complete opposition to, our school's values and ethos. We must be aware that in some instances the work of external agencies may not directly be connected with the rest of the school curriculum so we need to ensure that this work is of benefit to our students.

We recognise, however, that the ethos of our school is to encourage students to understand opposing views and ideologies, appropriate to their age, understanding and abilities, and to be able to actively engage with them in informed debate, and we may use external agencies or speakers to facilitate and support this.

Therefore by delivering a broad and balanced curriculum tailored to our school's ethos and aims, augmented by the use of external sources where appropriate, we will strive to ensure our students recognise risk and build resilience to manage any such risk themselves where appropriate to their age and ability but also to help students develop the critical thinking skills needed to engage in informed debate.

Please see Appendix 2 for the Visiting Speaker Policy and forms.

### **Risk reduction**

The Headmaster, the Senior Designated Safeguarding Lead (also the Prevent Lead) and the Safeguarding Governor will assess the level of risk within the school and put actions in place to reduce that risk. Risk assessment may include consideration of the school's RE curriculum, SEND policy, e-Safety policy, visiting speakers, the use of school premises by external agencies and anti-bullying policy. All staff will receive regular training in identifying students who are at risk of being radicalised.

The school will screen staff, visitors and volunteers to ensure that they will not deliver messages of extremism or radicalisation.

This risk assessment will be reviewed as part of the annual Safeguarding report to governors.

## **Response**

Any concerns in relation to protecting individuals from radicalisation and involvement in terrorism should be reported to the School's Designated Safeguarding Lead. All staff, will have responsibilities in regards to the prevention of radicalisation and these are mentioned within our risk assessment.

### **Thresholds for Channel Referral**

These can never be fixed, however the school will use its developing expertise to identify those who may be potentially vulnerable to extremism and radicalisation and will work with local agencies to seek advice about potential referrals.

### **Making a Channel referral in West Sussex**

#### **1. What is Channel?**

1.1 'Channel' is a key element of the *Prevent* strategy.

1.2 Channel is the name for the process of identifying and referring a person at risk of radicalisation for early intervention and support. It is a multi-agency approach to protect vulnerable people using collaboration between local authorities, statutory partners (such as education and health organisations, social services, children's and youth services and offender management services), the police and the local community. Channel operates to:

- Identify people at risk of being drawn into terrorism;
- Assess the nature and extent of that risk; and
- Develop the most appropriate support plan for the individuals concerned.

1.3 Channel may be appropriate for anyone who is vulnerable to being drawn into any form of terrorism. Channel aims to safeguard children and adults of any faith, ethnicity or background before their vulnerabilities are exploited by those that would want them to embrace terrorism. The emphasis is on early intervention to protect and divert people away from the risk they face before being drawn into committing terrorist-related activity.

1.4 Channel operates in the 'pre-criminal' space. It is not suitable for an individual who you believe has – or is about to – commit a criminal offence, this should be reported to the police. A referral to Channel will not result in an emergency response.

#### **2. Who to contact if you have a concern**

2.1 If you have any concerns about an individual possibly being drawn into or supporting terrorism, examine them first with your manager. If this is not possible, or if, having considered the case, you still believe there may be grounds for a Channel referral, contact any of the following to discuss the case:

**Sussex Police Prevent Team:**

Telephone 101 | Ext. 531355

Email: [prevent@sussex.pnn.police.uk](mailto:prevent@sussex.pnn.police.uk)

**Or**

**Local Channel Panel Chairs**

For West Sussex:

Beverly Knight

Better Communities, WSCC

Telephone 0330 222 4223 | Mobile 0789 458 9071

Email: [beverly.knight@westsussex.gov.uk](mailto:beverly.knight@westsussex.gov.uk)

For Crawley:

Lindsay Adams

Community Development, Crawley Borough Council

Telephone 01293 438500

Email: [lindsay.adams@crawley.gov.uk](mailto:lindsay.adams@crawley.gov.uk)

**3. How to make a referral to Channel**

3.1 Consult with any of the professionals above regarding the suitability of the referral. They can provide you with a 'Channel referral and assessment form'.

3.2 Complete the form and return it to the Channel Co-ordinator by email to: [channel@sussex.pnn.police.uk](mailto:channel@sussex.pnn.police.uk)

3.3 The Police Channel Practitioner will then complete an extensive risk assessment. At no point will the person be created on the criminal records system, but a local intelligence report will be created.

3.4 The Sussex Police Counter Terrorism Intelligence Unit will also complete a case summary which is returned to the Prevent Engagement Officer and the referrer.

#### **4. Consent**

4.1 Participation in Channel is voluntary and requires consent to be given by the individual (or their parent or guardian in the case of anyone under 18) in advance of support measures being put in place.

4.2 All individuals who receive support through Channel must be made aware that they are receiving this as part of a programme to protect people from being drawn into terrorism and what to expect.

4.3 Where someone does not wish to continue with the process it may be appropriate to provide alternative support through other mainstream services.

4.4 Individuals (or their parent/guardian) must give their consent before any information is shared about them as part of the Channel programme.

4.5 If there are any issues with consent, i.e. it is not (or unlikely to be) given, discuss this with any of the individuals named at 2.1.

#### **5. The Channel panel**

5.1 The role of the Channel panel is to develop an appropriate support package to safeguard those at risk of being drawn into terrorism based on an assessment of their vulnerability.

5.2 Channel assesses vulnerability using a consistently applied vulnerability assessment framework, built around an individual's engagement with an ideology or cause; their intent to cause harm and capability to cause harm.

5.3 The panel is responsible for managing the safeguarding risk, in-line with other multi-agency panels where risk is managed, such as Children and Adult Safeguarding panels and Multi-Agency Public Protection Arrangements (MAPPA).

5.4 For Crawley cases, the panel will be chaired by Crawley Borough Council, and for the rest of West Sussex, West Sussex County Council. Other panel members will include the Channel Police Practitioner and any other relevant statutory partners, depending on the nature of the referral. The following agencies now have a statutory duty to co-operate with the panel and the police:

- NHS staff
- Social care staff, including Directors of Children's and Adults' Services
- Schools, further education colleges and universities
- Youth Offending Services
- Chairs of Local Safeguarding Children Boards and Safeguarding Adults Boards
- Local Authority Safeguarding Managers
- Home Office Immigration

- Border Force
- Housing
- Prisons
- Probation

5.5 The panels meet monthly as a minimum. Where significant information arises about a case which requires the panel to meet earlier than scheduled or more frequently, the Channel Panel Chair will convene additional panels.

5.6 Ownership of the safeguarding risk lies with the multi-agency Channel panel. This is the risk to an individual as a result of their vulnerability.

5.7 The Chair of the panel is responsible for ensuring that any safeguarding risks are referred to the most appropriate agencies for action; until this happens the Channel panel owns these risks.

5.8 The support for some individuals will span several agencies; each agency involved will own the element of risk they are responsible for addressing through the support plan.

5.9 Ownership of the risk of involvement in terrorism lies with the police. This is the risk posed by the individual to themselves and society through their potential active involvement in criminality associated with terrorism.

## **6. Support package and support plan**

6.1 If the case is adopted onto Channel, the panel will develop a support package. This will be based on:

- A review of the vulnerability assessment completed by the Channel Police Practitioner at the preliminary assessment stage;
- The needs of the individual; and
- Any risks posed to potential support providers.

6.2 The type of activities included in a support package will depend on the individual's assessed risk, vulnerability and resources available. A diversionary activity may be sufficient for someone who is in the early stages of radicalisation to violence, whereas a more focussed and structured one-on-one mentoring programme may be required for those who are already becoming radicalised.

6.3 The following are examples of support programmes which may be considered:

- a. **Mentoring support contact** – work with a suitable adult as a role model or providing personal guidance, including guidance addressing extremist ideologies;
- b. **Life skills** – work on life skills or social skills generally, such as dealing with peer pressure;
- c. **Anger management session** – formal or informal work dealing with anger;
- d. **Cognitive/behavioural contact** – cognitive behavioural therapies and general work on attitudes and behaviours;
- e. **Constructive pursuits** – supervised or managed constructive leisure activities;
- f. **Education skills contact** – activities focused on education or training;
- g. **Careers contact** – activities focused on employment;
- h. **Family support contact** – activities aimed at supporting family and personal relationships, including formal parenting programmes;
- i. **Health awareness contact** – work aimed at assessing or addressing any physical or mental health issues;
- j. **Housing support contact** – activities addressing living arrangements, accommodation provision or neighbourhood; and
- k. **Drugs and alcohol awareness** – substance misuse interventions.

6.4 Channel intervention providers engaging with these vulnerable individuals are first have been approved by the Home Office. This is particularly important where an individual has a need for theological/ideological support.

## 7. Reviewing risk

7.1 Individuals receiving support will be reassessed at least every 3 months.

If the panel is satisfied that the risk has been successfully reduced or managed they should recommend that the case exits the process, completing a closing report.

7.2 If the panel is not satisfied that the risk has been reduced or managed, the case will be reconsidered. A new action plan will be developed and alternative support put in place.

7.3 All cases are reviewed at 6 and 12 months from the point at which they exit the process, by the senior managers involved in the preliminary assessment.

## Related Documents

Safeguarding Policy

**Authorised by Chair of Governors 28/8/18**

**Signed copy held by Clerk to Governors**

## **Appendix 1**

### Indicators of vulnerability to radicalisation

1. Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism leading to terrorism.

2. Extremism is defined by the Government in the Prevent Strategy 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. We also include in our definition of extremism calls for the death of members of our armed forces, whether in this country or overseas.

3. Extremism is defined by the Crown Prosecution Service as:

The demonstration of unacceptable behaviour by using any means or medium to express views which:

- Encourage, justify or glorify terrorist violence in furtherance of particular beliefs;
- Seek to provoke others to terrorist acts;
- Encourage other serious criminal activity or seek to provoke others to serious criminal acts; or
- Foster hatred which might lead to inter-community violence in the UK.

4. 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.

5. 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. It is vital that school staff are able to recognise those vulnerabilities.

6. Indicators of vulnerability include:

- Identity Crisis – the student / pupil is distanced from their cultural / religious heritage and experiences discomfort about their place in society;
- Personal Crisis – the student / pupil may be experiencing family tensions; a sense of isolation; and low self-esteem; they may have dissociated from their existing friendship group and become involved with a new and different group of friends; they may be searching for answers to questions about identity, faith and belonging;
- Personal Circumstances – migration; local community tensions; and events affecting the student / pupil's country or region of origin may contribute to a sense of grievance that is triggered by personal experience of racism or discrimination or aspects of Government policy;
- Unmet Aspirations – the student / pupil may have perceptions of injustice; a feeling of failure; rejection of civic life;
- Experiences of Criminality – which may include involvement with criminal groups, imprisonment, and poor resettlement / reintegration;
- Special Educational Need – students / pupils may experience difficulties with social interaction, empathy with others, understanding the consequences of their actions and awareness of the motivations of others.

7. However, this list is not exhaustive, nor does it mean that all young people experiencing the above are at risk of radicalisation for the purposes of violent extremism.

8. More critical risk factors could include:

- Being in contact with extremist recruiters;
- Accessing violent extremist websites, especially those with a social networking element;
- Possessing or accessing violent extremist literature;
- Using extremist narratives and a global ideology to explain personal disadvantage;
- Justifying the use of violence to solve societal issues;
- Joining or seeking to join extremist organisations; and
- Significant changes to appearance and / or behaviour;
- Experiencing a high level of social isolation resulting in issues of identity crisis and / or personal crisis.

## Appendix 2

### VISITING SPEAKER POLICY

We live in an open society where there exists a free exchange of opinions and viewpoints. An education should prepare students to enter this arena equipped with critical thinking skills and the ability to express themselves. This policy is not an attempt to stifle the discussion of controversial issues but rather it is an attempt to provide a framework within which that discussion will neither cause polarization of the community nor concern among parents and teachers.

It is the policy of Our Lady of Sion School that the use of outside/community speakers will be encouraged when it is based on prior approval of the DSL (Single Point of Contact for Prevent) and Headmaster and is appropriate for the level and course content. Every effort will be made to provide a balance of viewpoints when dealing with potentially controversial issues or candidates for public office. Teachers will ensure that the presentation (or any follow-up to the presentation) is consistent with the approved programmes and policies and the promotion of fundamental British values.

Staff members shall adhere to the following guidelines:

1. This policy should be read in conjunction with our safeguarding policy and what it has to say about the supervision of visitors and protecting young people from extremism and those who hold extremist views. However, we also have a duty to develop the resilience of young people to extremist views, by well managed discussion and the interrogation of extremist ideology.
2. If the teacher, DSL or Headmaster deems the topic as potentially controversial, parents/guardians must be notified in writing five school days prior to the date of the presentation. Notification must include the speaker's name, topic to be addressed, tie to the curriculum, credentials of the speaker, date of the presentation, and class to be addressed. To allow a student to participate, the parent/guardian must sign the bottom of the notice and return it to school. The student will not participate without the signed permission of the parent/guardian. Notification must also make it clear that parents are welcome guests to any presentation in the classroom. The teacher shall provide a quality educational experience for those students not participating.
3. Students may only invite guest speakers when a member of staff assumes responsibility for the speaker and follows the requirements of this policy.
4. All quest speakers must follow the school's policies on diversity and equality and refrain from any comments, including humorous comments, which do not uphold our values. In particular, racist, sexist, homophobic, anti-disability comments must not occur.
5. Teachers shall select speakers and topics appropriate to the age and level of the students.
6. Teachers shall select speakers and topics which are congruent with the curriculum of the course.
7. When using an outside/community speaker, primary responsibility for the instruction and supervision of students is retained by the teacher.

8. Except in the context of managed debate, speakers should not explicitly promote political parties.

### **Procedure for inviting Visiting Speakers**

1. The member of staff should complete Staff member emails Steve Jeffery (Prevent Officer) with details of proposed visiting speaker. They should include information about the speaker, any links to him/her (online) and a brief summary of the contents of the presentation being delivered.
2. Steve Jeffery reviews the proposal – if he agrees that the speaker can visit the school, he will inform the staff member and pass on the details to Alison Sims.
3. Alison Sims will make a record of the visiting speaker and a brief summary of the contents of the presentation being delivered.
4. Alison Sims will inform Reception of the date of agreed visit and the name of the visitor.
5. When the speaker arrives in school, he/she should report to Reception and ID should be checked (but not recorded).
6. If Steve Jeffery does not approve the proposal, he will inform the member of staff and ask for additional information or just refuse due to concerns about the speaker's intentions/message.

All proposals must be sent to Steve Jeffery with one week's notice