



KING'S LEADERSHIP ACADEMY

PREVENT Policy

January 2017

(Validated by Dean Coady OBE)

PREVENT leads

NAME	SCHOOL POSITION	PREVENT STATUS
Mrs Kirsty Alderson-Robb	Assistant Principal	Designated Safeguarding Lead and PREVENT Safeguarding Lead
Mrs Samantha Lawrence	House Leader: Team Around the Child	Deputy Designated Safeguarding Lead
Ms Avril Purchon	English Practitioner	PREVENT Curriculum Lead
Mrs Eileen Davison	Operations Manager	Responsible for checking premises in regards to the Prevent Duties.
Mrs Nicola Drake	School Governor	Lead Governor on Safeguarding and PREVENT

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Principles

The New amendment to the Counter Terrorism Security Bill in February 2015 gives specific guidance and places a duty on specified bodies, including the police, prisons, local authorities, schools and universities, to have due regard to preventing people being drawn into terrorism.

This is known as the 'Prevent Duty'.

This policy has been developed in accordance with the principles established by the *Counter-Terrorism and Security Act July (2015)* and also the *Children Acts 1989 and 2004; the Education Act 2002*, and in line with government publications "*Prevent Duty Guidance: for England and Wales*" (March 2015), "*The Prevent Duty: Departmental Advice for schools and childminders*" (June 2015), "*The Use of Social Media for on-line radicalisation*" (July 2015), "*Working Together to Safeguard Children*" (March 2015), Revised Safeguarding Statutory Guidance 2 "*Framework for the Assessment of Children in Need and their Families*" (2000) and "*What to do if you are worried a Child is being Abused*" (2003). The guidance also reflects, "*Keeping Children Safe in Education*" (July 2015) and our responsibilities with regard to the Prevent Strategy.

This policy should be read in conjunction with the King's Leadership Academy's Safeguarding (Child Protection) Policy and Prevent Duty should be seen as part of our existing safeguarding framework.

Definition

For the purposes of this policy, the following definitions are provided below:

Ideology

A set of beliefs.

Radicalisation

This refers to the process by which a person comes to support terrorism and forms of terrorism leading to terrorist acts.

Extremism

This 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."

The Crown Prosecution Service defines extremism 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
- foster hatred which might lead to inter-community violence in the UK

Terrorism

An action that endangers or causes serious violence damage or disruption and is intended to influence the Government or to intimidate the public and is made with the intention of advancing a political, religious or ideological cause.

Aims

The aims of this policy are to:

- Ensure all staff understand the risks of radicalisation within our School community and how this risk may change from time to time.
- Ensure staff are aware of the Prevent Strategy and are able to implement this to protect children and young people who are vulnerable or may be at risk of being radicalised.
- Ensure that, whilst following the Prevent Strategy, the School also maintains its mission for diversity to be a core part of all that it does. The School places a strong emphasis on the common values that all communities share such as self-respect, understanding, tolerance and the sanctity of life. Pupils are taught to respect and value diversity as well as understanding how to make safe, well-considered decisions.

Vulnerability to radicalisation or extremism via the Internet

King’s Leadership Academy recognises its duty to protect our pupils from attempts at indoctrination into any form of extreme ideology which may lead to the harm of self or others. This is particularly important because of the electronic information available and easily accessible through the internet.

King’s has a robust filtering system in place which detects any language deemed to be inappropriate such as expletives and/or words synonymous with extremist ideologies. Furthermore, pupils are unable to access any inappropriate internet sites whilst using the school iPads, computers and laptops through the use of appropriate firewalls and security settings.

To further complement these systems, King's will also aim to do the following:

- Educate pupils on the appropriate use of social media and the dangers of downloading and sharing inappropriate material including that which is illegal under the Counter-Terrorism Act (July 2015).
- Educate pupils through ASPIRE lessons, PPE lessons and assemblies on the concepts of radicalisation and extreme ideology.
- Inform pupils on the importance of Internet Safety through the ASPIRE curriculum, pastoral Super Learning Days and external speakers.

Please refer to the School's ICT policy for further details.

Indicators

There are a number of behaviours which may indicate a child / young person is at risk of being radicalised or exposed to extreme views. These include:

- Spending increasing time in the company of other suspected extremists
- Changing their style of dress or personal appearance to accord with the group
- Day-to-day behaviour becoming more centred on an extremist ideology, group or cause
- Loss of interest in other friends and activities not associated with the extremist ideology, group or cause
- Possession of materials or symbols associated with an extremist cause
- Attempts to recruit others to the group/cause
- Communications with others that suggests identification with a group, cause or ideology
- Using insulting derogatory names for another group
- Increase in prejudice-related incidents committed by that person – these may include physical or verbal assault, provocative behaviour, damage to property, derogatory name calling, possession of prejudice-related materials, prejudice related ridicule or name calling, inappropriate forms of address, refusal to co-operate, attempts to recruit to prejudice-related organisations, condoning or supporting violence towards others.

Visitors to the School

It is important that, as a school, we are aware of the potential influence that visitors may have on our pupils. Therefore, in order to safeguard pupils from visitors to the school who may have extreme or radical views, King's:

- Ensures all visitors to the School are carefully vetted and take immediate action if any individual or group is perceived to be attempting to influence members of the school community, either physically, emotionally or electronically.
- Completes detailed checks on any organisations which wish to have relationships with King's, particularly those in the voluntary sector.

Staff Training

In order to fulfil the requirements of the Prevent Duty at King's, the school:

- Ensures the Designated Safeguarding Lead (DSL) undertakes Prevent awareness training and is able to provide advice and support to other members of staff on protecting children from the risk of radicalisation.
- Ensures staff are trained to be vigilant in spotting signs of extremist views and behaviours and that they always report anything to the DSL which may suggest a pupil, another staff member or a visitor is expressing opinions which may cause concern. Staff should follow the usual reporting procedures as for any other safeguarding concern as laid out in the King's Safeguarding (Child Protection) Policy.
- Ensures staff understand the importance of monitoring pupil absences and promptly address concerns about irregular absence with the attendance team and parents and/or carers.
- Ensures staff and governors are aware of how to identify and respond to potential diverse and changing risks to children from extreme or radical views. To this end, a Governor Challenge takes place three times a year where the Lead Governor for Safeguarding challenges the DSL on all aspects of Safeguarding and PREVENT and provides support to ensure the system remains robust.

Curriculum

King's ensures its pupils are offered a broad and balanced curriculum delivered by highly skilled teachers, which aims to prepare them for life. This encourages them to be inquisitive learners who are enriched, understand and become tolerant of difference and diversity, whilst also ensuring that they thrive, feel valued and are not marginalised.

Classroom practice that incorporates this includes:

- developing questioning techniques and critical thinking skills to open up safe debate
- building confidence to promote honesty about a plurality of views
- ensuring freedom of expression and freedom from threat
- debating fundamental moral and human rights principles
- promoting open and respectful dialogue
- affirming multiple identities

At King's, our ASPIRE curriculum is an effective way of providing pupils with time to explore sensitive or controversial issues and equip them with the knowledge and skills to understand and manage difficult situations. However, King's also ensures that opportunities are embedded within the curriculum for pupils to build resilience to extremism and enable them to develop a positive sense of identity through the development of critical thinking skills.

Every year, outside speakers are invited to the school to deliver sessions to all our pupils focusing on E-Safety Awareness and the dangers attached to this including the possibility of falling prey to extremist ideologies and radicalisation.

At King's, we value freedom of speech and the expression of beliefs/ideology as fundamental rights underpinning the values upheld in society and which align with the Prevent Duty. Pupils regularly participate in discussion, with speaking and listening being embedded in all subjects across both our Academic and Creative Arcs. Pupils are encouraged to speak freely and voice their opinions, albeit in a respectful manner. However, teachers at King's also work with pupils to ensure there is an understanding that 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 and true values of freedom of speech.

To support this, curriculum content at King's includes:

- promoting knowledge, skills and understanding to build the resilience of learners
- exploring controversial issues
- recognising local needs
- challenging extremist narratives
- promoting universal rights
- promoting critical analysis
- promoting pro-social values

Curriculum Planning

King's promotes Schemes of Work that provide opportunities for pupils to engage in issues that raise awareness. For example, our History, Leadership, PPE (Public Speaking, Philosophy and Ethics) and ASPIRE lessons provide opportunities to discuss the motives behind death and killing in a compassionate and empathetic way whilst in Geography lessons pupils explore migration and the movement of people around the world.

Risk Assessments

The DSL, in conjunction with the Team Around the Child, is responsible for carrying out regular risk assessments to assess the risks of pupils being drawn into terrorism, including support for extremist ideas which are part of terrorist ideology. The DSL will also use regular risk assessments to demonstrate his/her understanding of the risks and how to identify pupils who may be at risk of radicalisation.

Hiring & Letting of School Buildings

Any organisations or individuals wishing to hire the School will be undergo "open source" checks to confirm that they do not have any extreme or radical views. This requirement will also be included in any Letting Agreements.

Managing Referrals & Working in Partnership

Any pupil who is deemed to be at risk of being radicalised or exposed to extremism will be referred by the DSL, as appropriate, through the Local Authority Channel Referral and Intervention processes as highlighted in the Government's Prevent Duty. King's will then work

in partnership with the relevant agencies to seek advice, support and guidance drawing on multi-agency expertise, to support pupils at risk of harm and/or potential victims of radicalisation or extremist ideologies. Further reference to this can be found in our online Safeguarding Policy.

Further Information

Links to other King's policies:

- [Safeguarding Policy](#)
- [Anti-Radicalisation Policy](#)
- [British Values Policy](#)
- [Equalities and Diversity Policy](#)

Appendix 1 – Useful resources

Useful resources for Prevent, radicalisation and extremism:

1. Online Channel NCALT Course for practitioners:

http://course.ncalt.com/Channel_General_Awareness

2. Revised Prevent Duty Guidance 2015:

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

3. New Safeguarding Advice for Schools and Childcare Providers:

<https://www.gov.uk/government/news/new-safeguarding-advice-for-schools-and-childcare-providers>

4. Protecting Children from Radicalisation; The Prevent Duty

<https://www.gov.uk/government/publications/protecting-children-from-radicalisation-the-prevent-duty>

5. The Use of Media for online radicalization:

<https://www.gov.uk/government/publications/the-use-of-social-media-for-online-radicalisation>

6. Prevent for FE – useful links for non FE also;

www.preventforfeandtraining.org.uk

Guidance and Legislation

The Preventing Extremism and Radicalisation Safeguarding Policy draws upon the guidance contained in:

1. Warrington Safeguarding Children Board procedures
2. Keeping Children Safe in Education; DfE: July 2015
3. The Prevent Duty: Departmental advice for schools and childcare providers: DfE June 2015
4. Tackling Extremism in the UK; Prime Ministers Taskforce: December 2013
5. Teaching Approaches that help Build Resilience to Extremism among Young People; DfE 2011
6. Report into Allegations Concerning Birmingham Schools Arising from Trojan horse Letter; Peter Clarke: July 2014.

7. Promoting Fundamental British Values as part of SMSC in Schools; Nov 2014
8. OFSTED School Inspection Handbook

Appendix B - Channel Vulnerability Framework 2012

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

- Engagement,
- Intent and
- Capability
- All of which are considered separately.

Engagement factors, “psychological hooks”, needs, susceptibilities, motivations, influences mapping a pathway into terrorism, 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

Intent

- Not everyone engaged by a group, cause or ideology goes on to develop an intention to cause harm.
- Intent factors describe the mind-set that is associated with a readiness to use violence and what an individual would and could do. 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 actually can. Plots to cause widespread damage take a high level of organisation.

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