**THOMAS ALLEYNES HIGH SCHOOL
UTTOXETER**

Prevent POLICY

This policy is reviewed annually to ensure compliance with current regulations

Approved/reviewed by	
Learning and Standards Committee May 2019	
Date of next review	May 2020

Promoting Welfare and Wellbeing by Preventing Extremism and Radicalisation Safeguarding Policy

Thomas Alleyne's High School:

Name of Designated Safeguarding Lead – Mrs Claire Catterall
Policy will be reviewed by the governing body by: May 2020

Policy Adoption, Monitoring and Review

This policy was considered and adopted by the Governing body in line with the overall duty to safeguard and promote the welfare of children as set out in the DfE guidance 'Keeping Children Safe in Education 2018'. Parents will be issued with a hard copy of this policy on request. This policy will also be made available to parents via the school website.

The Governing Body will actively evaluate the effectiveness of this policy, including by monitoring the staff group's understanding and application of the procedures within this policy as part of the duty to safeguard and promote the welfare of children.

Introduction

Thomas Alleyne's High School is committed to providing a secure environment for students, where children feel safe and are kept safe. All staff and volunteers working at Thomas Alleyne's High School recognise that safeguarding is everyone's responsibility irrespective of the role they undertake or whether their role has direct contact or responsibility for children or not.

Under the Counter Terrorism and Security Act 2015 the school also has a statutory duty to have due regard to the need to prevent people from being drawn into extremism.

This policy is one element within our overall school arrangements to Safeguard and Promote the Welfare of all Children in line with our statutory duties set out in section 175 of the Education Act 2002 and should be read in conjunction with the school's Safeguarding Policy.

This Policy also draws upon the guidance contained in:

- the Staffordshire SSCB Procedures and DfE Guidance Keeping Children Safe in Education, 2018
- DCSF Resources Learning Together to be Safe
- Prevent: Resources Guide,
- Tackling Extremism in the UK
- DfE's "Teaching Approaches that help Build Resilience to Extremism among Young People
- Peter Clarke's Report of July 2014.
  https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/340526/HC_576_accessible_-.pdf

School Ethos and Practice – countering extremism

When operating this policy Thomas Alleyne's High School uses the following accepted Governmental definition of extremism which is:

'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; and/or calls for the death of members of our armed forces, whether in this country or overseas'.

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 students see our school as a safe place where they can legitimately be supported to explore controversial issues safely in a learning context and where our teachers encourage and facilitate this – we have a duty to ensure this happens in order to secure common values and ethos of diversity, inclusion and democracy and the central tenants of British values.

As a school we recognise that extremism and exposure to extremist materials and influences can lead to risks for children and so should be addressed as a safeguarding concern as set out in this policy. 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 these limit 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 and balanced way. Therefore we will provide a broad and balanced curriculum, delivered by skilled professionals, so that our students are enriched, with understanding and become tolerant of difference and diversity to ensure that they thrive, feel valued and are not marginalised. Furthermore, at Thomas Alleyne's High School 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, including via the internet, and consequently students may be at risk of reflecting or display views that may be ill-informed, discriminatory, prejudiced or extremist, including using derogatory language.

Any such behaviour displayed by students or staff will always be challenged and where appropriate dealt with in line with our Behaviour for Learning Policy for students and the Code of Conduct for staff.

Where misconduct by a teacher is proven, the matter will be referred to the DfE Teaching Regulation Agency for their consideration as to whether 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.

• 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

• Partner schools, local authority services, and police reports of issues affecting students 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

Our school will closely follow any locally agreed procedure as set out by the Local Authority and/or Staffordshire Safeguarding Children Board, including agreed processes and criteria for safeguarding individuals vulnerable to extremism and radicalisation.

Teaching Approaches - Building Resilience

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 some 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, including via PSHE in the RESPECT programme. We will adopt the methods outlined in the Government's guidance 'Teaching approaches that help build resilience to extremism among young people' DfE 2011 and Promoting fundamental British values as part of SMSC in schools - Departmental advice for maintained schools,1 November 2014.

We will ensure that all of our teaching approaches help students to build resilience to extremism and give students 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 and be relevant to the current issues and insight into extremism and radicalisation. In doing so we will apply the 'key ingredients' see Appendix A, and we will apply the methodologies set out in that document following the three broad categories of:

• Making a connection with young people using a student-centred approach
• Facilitating a 'safe space' for dialogue
• Equipping our students with the appropriate skills, knowledge, understanding and awareness for resilience

Therefore, 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 schools approach to the spiritual, moral, social and cultural development of students through,

- whole school assembly programme
- key stage three and four Respect programme
- Key stage five enrichment programme
- Key stage three and four Religious Studies

Our goal is to build mutual respect and understanding and to promote the use of dialogue not violence as a form of conflict resolution. We will achieve this by using a curriculum that includes:

• Citizenship programmes
• Open discussion and debate
• Work on anti-violence and a restorative approach addressed throughout the curriculum
• Focussed educational programmes

We will also work with local partners, families and communities in our efforts to ensure our school community understands and embraces the local context and our values in challenging extremist views, to assist in the broadening of our student's experiences and horizons. We will help support students who may be vulnerable to adverse 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 safeguarded, supported and offered mentoring intervention. Additionally in such instances our school will seek external support from the Local Authority and/or local partnership structures working to prevent extremism. Through these measures we will promote the values of democracy, the rule of law, individual liberty, mutual respect and tolerance for those with different faiths and beliefs. We will teach and encourage students 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 students safe and prepare them for life in modern multi-cultural Britain and globally.

Use of External Agencies and Speakers

At Thomas Alleyne's High School we encourage the use of external agencies or speakers to enrich the experiences of our students, however we will positively vet, risk assess those external agencies, individuals or speakers who we engage to provide such learning opportunities or experiences for our students. Such vetting is to ensure that we do not unwittingly use agencies that are inconsistent with, or are in compete opposition to, the school's values and ethos and our duties in regard to this and our Safeguarding policy. We must be aware and clear of benefit to students through such activity.

Our school will assess the suitability and effectiveness of input from external agencies or individuals to ensure that:

• Any messages communicated to students are consistent with the ethos of the school and do not marginalise any communities, groups or individuals

• Any messages do not seek to glorify criminal activity or violent extremism or seek to radicalise students through extreme or narrow views of faith, religion or culture or other ideologies

• Activities are well-managed, fully supervised and subject to robust safeguarding procedures.

Activities are matched to the needs of students

• Activities are carefully evaluated by schools to ensure that they are effective

That the ethos of our school is to encourage students to understand diverse views and ideologies, appropriate to their age, understanding and abilities, and to be able to actively engage in informed debate, and we may appropriately permit the use external agencies or speakers to facilitate and support this.

Therefore by delivering a broad and balanced curriculum, 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 to themselves or their peers where appropriate to their age and ability but also to help students develop the critical thinking skills needed to engage in informed debate as part of a wider community.

Internet Safety

The internet provides children and young people 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 our school blocks inappropriate content, including extremist content.

We also filter 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. MyConcern is used for this reporting system.

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

We are aware that children and young people have access to unfiltered internet when using their mobile phones and staff are alert to the need for vigilance when pupils are using their phones.

The Acceptable Use of ICT Policy (AUP) refers to preventing radicalisation and related extremist content. Pupils and staff are asked to sign the AUP annually to confirm they have understood what is acceptable.

Pupils 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, are able 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 safeguarding briefings.

Safer Recruitment

We ensure that the staff we appoint to the school are suitable, our recruitment procedures are rigorous and we follow the statutory guidance published in *Keeping Children Safe in Education (2018).* Enhanced disclosures are undertaken on relevant people, including governors and volunteers.

Visitors

Visitors to the school are made aware of our safeguarding and child protection policies on arrival at the school 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 pupils 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 with a member of staff being present.

Staff must not invite speakers into school without first obtaining permission from the headteacher.

'No platform for extremists'

The school is vigilant to the possibility that out-of-hours hire of the school premises may be requested by people wishing to run an extremist event. The school does not accept bookings from individuals or organisations that are extremist in their views.

Signs of vulnerability

There are no known definitive indicators that a young person is vulnerable to radicalisation, but there are number of signs that together increase the risk. Signs of vulnerability include:

- underachievement
- being in possession of extremist literature
- poverty
- social exclusion
- traumatic events
- global or national events
- religious conversion
- change in behaviour
- extremist influences
- conflict with family over lifestyle
- confused identify
- victim or witness to race or hate crimes
- rejection by peers, family, social groups or faith

Recognising Extremism

Early indicators of radicalisation or extremism may include:

- showing sympathy for extremist causes
- glorifying violence, especially to other faiths or cultures
- making remarks or comments about being at extremist events or rallies outside school
- evidence of possessing illegal or extremist literature
- advocating messages similar to illegal organisations or other extremist groups
- out of character changes in dress, behaviour and peer relationships (but there are also very powerful narratives, programmes and networks that young people can come across online so involvement with particular groups may not be apparent.)
- secretive behaviour
- online searches or sharing extremist messages or social profiles
- intolerance of difference, including faith, culture, gender, race or sexuality
- graffiti, art work or writing that displays extremist themes
- attempts to impose extremist views or practices on others
- verbalising anti-Western or anti-British views
- advocating violence towards others

Referral Process
Staff and visitors to the school must refer all concerns about children and young people who show signs of vulnerability or radicalisation must be passed to the Designated Safeguarding Lead using the usual methods for reporting other safeguarding concerns.
When there are significant concerns about a pupil, the Designated Safeguarding Lead in liaison with the headteacher will make a referral to the appropriate body.

Referring Concerns
Where there are concerns of extremism or radicalisation parents, students and staff will be encouraged to make use of our internal systems to raise any issue with senior management. Our lead person for Prevent is the Designated Safeguarding Lead who would normally be the first point of contact should there be concerns.   If for any reason this creates a difficulty for the referrer, they can contact the Local Authority 'Prevent' co-ordinator, First Response Team, Education Safeguarding Advice Service or Ofsted, depending on the level of concern. Contact details for these agencies can be found at the end of this policy document
Staff should refer to the School Whistle Blowing Policy under which they are entitled to employment protection for raising genuine concerns outside of the school environment.

Child Protection

Please refer to our Safeguarding Policy for the full procedural framework on our Child Protection duties.

Staff will be alert to the fact that whilst Extremism and Radicalisation are managed as a safeguarding issue there may be some instances where a child or children may be at direct risk of harm or neglect. For example; this could be due to a child displaying risky behaviours in terms of the activities they are involved in or the groups they are associated with or staff may become aware of information about a child's family that may indicate a child at risk of harm. (These examples are for illustration and are not definitive or exhaustive)

Therefore all adults working at our school (including visiting staff, volunteers, contractors, and students on placement) are required to report instances where they believe a child may be at risk of harm or neglect to the Designated Safeguarding Lead or Headteacher who will make a referral to children's social care or the Staffordshire Prevent team when appropriate.

The Designated Safeguarding Lead works in line with the responsibilities as set out in DfE Guidance 'Keeping Children Safe in Education' 2018.

The Designated Safeguarding Lead is the focus person and local 'expert' for school staff, and others, who may have concerns about an individual child's safety or well-being and is the first point of contact for external agencies. In line with Recommendation 2 of Peter Clarke's Report; the role of our Designated Safeguarding Lead will be extended, at the appropriate time, to include the responsibilities of the PREVENT strand of the Government's counter-terrorism strategy.

Role of Governing Body

The Governing Body of our School will undertake appropriate training and updating to ensure clarity about their role and the parameters of responsibilities as Governors, including their statutory safeguarding duties. The Governing Body of our school shapes the ethos and values of our school and will support the school in tackling extremism and radicalisation.

In line with Recommendation 13 of Peter Clarke's report details of our Governing Body are published on our school website to promote transparency.

In line with the provisions set out in the DfE guidance 'Keeping Children Safe in Education, 2018 the governing body will challenge the school's senior management team on the delivery of this policy and monitor its effectiveness.

Governors will review this policy regularly (annually) and may amend and adopt it outside of this timeframe in accordance with any new legislation or guidance or in response to any quality assurance recommendations pertaining to the delivery of this policy and the overall safeguarding arrangements made.

Contact details:

First Response Team (re concerns that an identified Staffordshire child or children are at risk or LADO referrals) 0800 1313 126

Emergency Duty Service (children's social care) 0845 6042 886

Staffordshire Prevent Team: Tel: 01785 232054 (First number to contact) –

Alternative numbers 01785 238239 or 01785 233109

Email: prevent@staffordshire.pnn.police.uk

Education Safeguarding Advice Service (Staffordshire) – 01785 895836

Ofsted contact centre 0300 123 1231

References:

Staffordshire Safeguarding Children Board procedures can be found on:
www.staffsscb.org.uk

SSCB Procedure 6L: Safeguarding People who are vulnerable to being drawn into violent extremism and / or terrorism in Staffordshire & Stoke on Trent

Prevent Duty Guidance: https://www.gov.uk/government/publications/protecting-children-from-radicalisation-the-prevent-duty

Ofsted Handbook 2015 https://www.gov.uk/government/publications/school-inspection-handbook-from-september-2015

Keeping Children Safe in Education 2018:
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/741314/Keeping_Children_Safe_in_Education__3_September_2018_14.09.18.pdf

Prevent Duty June2015 highlighted training:
http://course.ncalt.com/channel_Awareness/01/index.html

UK Safer Internet Centre:
www.saferinternet.org.uk

Appendix A – Teaching approaches to building resilience in children and young people

Push Factors	Key Ingredients	Pull Factors
Factors which push/make an individual vulnerable to extremist messages	**Teacher confidence and skills** in dealing with difficult and sensitive issues	Factors that draw young people into extremist messages
Lack of excitement, frustration	**Teacher attitude/behaviours** • Need to be able to admit that do not necessarily know the answers • Able to acknowledge that controversial issues/matters exist • Willingness to seek help when not sure what to do/how to assist • Understanding that they have a role to play re this agenda	Confident and charismatic recruiters
Lack of a sense of achievement seen as significant. Lacking purpose/confidence in the future/life goals.	**Specific knowledge** • Some understanding of other cultures and religions and belief systems • Knowledge of alternate values framework	Networks/sense of belonging
Lacking an outlet for views	**Teaching pedagogy** • Working with students to enable them to develop critical thinking skills (to be able to see through propaganda… • Enabling students to see multiple perspectives • Enabling students to deal with difficult situations • Utilizing multiple resources/methods • Working with young people to enable them to develop and have pride in sense of self and sense of having multiple identities • Linking school work with the wider community	Persuasive clear message which exploit knowledge gaps
Gaps in knowledge and or understanding of Islam both young people and their parents		Wider community views which promote extremist views or do not actively oppose extremism
A sense of injustice		
Actual or perceived humiliating experiences. This may be linked to sense of injustice. The experiences may be of being bullied, put down etc		
Exclusion – a lack of belonging to peer/community networks, groups etc.		

Appendix B – Referral Pathway

Prevent

What do I do if I have concerns about an individual in relation to extremism or radicalisation?

If you have concern about an individual in relation to extremism or radicalisation, you can refer to the Prevent Team. They will be able to offer appropriate advice and guidance and will refer into the Channel process, if required.

Prevent Co-ordinator
Tel: 01785 232054
Email: Calum.Forsyth@staffordshire.pnn.police.uk

Prevent Team
Tel: 01785 238239 or 01785 233109
Email: prevent@staffordshire.pnn.police.uk

What is Channel?

Channel is a key element of the Prevent Strategy. It is a multi-agency approach to protect people at risk of radicalisation. Channel uses existing collaboration between local authorities, statutory partners, the police and the local community to identify individuals at risk of being drawn into terrorism, assess the nature and extent of that risk and develop the most appropriate support for the individuals concerned.

More information about Channel can be found at:
https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/118194/channel-guidance.pdf

What happens once I have raised a concern about an individual with the Prevent Team?

Prevent Team Officers would liaise with you to discuss your concerns. They would complete a vulnerability assessment for the individual (either by engaging directly with them or based on information given by the referrer, depending on the circumstances).
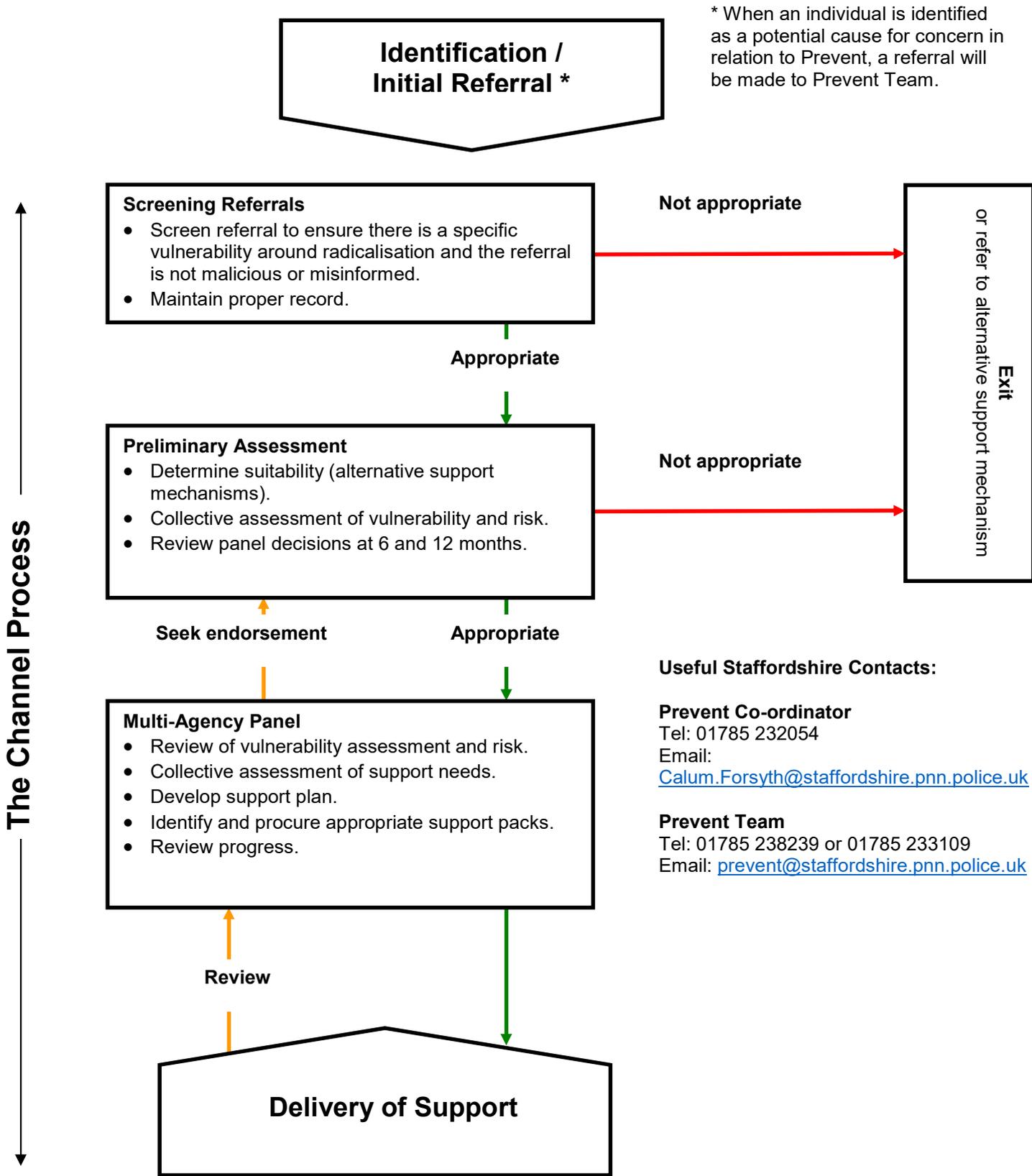
The information would then be used to make a decision as to whether the case needed to be discussed at the next Channel meeting, where the assessment is discussed and agencies are invited to contribute any shared knowledge about the individual from their own area of business. The vulnerability assessment scoring is also discussed and a decision made about how to ensure the most suitable outcomes for the individual are achieved. If the case is not accepted into the Channel process at this stage, it will be referred back to the Case Management process, where appropriate alternative support and engagement for the individual will be identified.

If an individual who has been referred to Channel is the subject of an existing statutory process (for example, child protection processes) the Prevent Team would endeavour to contribute to the statutory process along with the other key partners who were working together to achieve the best outcomes for the individual concerned.

The person making the referral will be kept informed and, in many cases, would be involved in decision-making going forward.

Channel Process

The diagram shows the different stages within the Channel process:

Identification / Initial Referral *

* When an individual is identified as a potential cause for concern in relation to Prevent, a referral will be made to Prevent Team.

The Channel Process

Screening Referrals
- Screen referral to ensure there is a specific vulnerability around radicalisation and the referral is not malicious or misinformed.
- Maintain proper record.

Not appropriate →

Appropriate

Preliminary Assessment
- Determine suitability (alternative support mechanisms).
- Collective assessment of vulnerability and risk.
- Review panel decisions at 6 and 12 months.

Not appropriate →

Exit or refer to alternative support mechanism

Seek endorsement

Appropriate

Multi-Agency Panel
- Review of vulnerability assessment and risk.
- Collective assessment of support needs.
- Develop support plan.
- Identify and procure appropriate support packs.
- Review progress.

Review

Delivery of Support

Useful Staffordshire Contacts:

Prevent Co-ordinator
Tel: 01785 232054
Email: Calum.Forsyth@staffordshire.pnn.police.uk

Prevent Team
Tel: 01785 238239 or 01785 233109
Email: prevent@staffordshire.pnn.police.uk

Source: 'Channel: Protecting vulnerable people from being drawn into terrorism - A guide for local partnerships'. HM Government, October 2012