



Interaction & Communication

— Academy Trust —

Prevent Duty

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General Policy Statement

At the Interaction and Communication Academy Trust (ICAT) and its Academies, we aim to provide a safe, secure, caring environment where everyone is valued and respected equally. We aim to provide an inclusive education where children develop independent learning skills and are taught according to need whatever their age, gender, background, beliefs or abilities.

National legislation re disabilities, race relations and special education needs underpin this policy, which has also taken into consideration national, local and school policies on Special Educational Needs, Gifted and Talented, Equal Opportunities and Health and Safety.

Statement of Intent

ICAT believes that protecting pupils from the risk of radicalisation is an essential aspect of the Trust's wider safeguarding duties. We will do anything we can to protect our pupils from the threat of terrorism and will not tolerate extremism or radicalisation in our schools.

The Trust has created this policy in order to ensure that all members of staff are alert to changes in pupils' behaviour which could indicate that they may be in need of help or protection, as well as to actively assess the risk of pupils being drawn into terrorism. Our zero-tolerance approach to extremism and terrorism includes interventions, exclusions and involving third parties such as the police.

We support and adhere to the latest guidance from the DfE which requires schools to actively promote fundamental British values and to ensure that pupils are encouraged to regard people of all faiths, races and cultures with respect and tolerance.

The Trust expects all members of staff to use their professional judgement to identify pupils who may be at risk of radicalisation and act accordingly.

This policy relates to the radicalisation of pupils at our school. For guidance on specific terrorist incidents, please see our "lockdown" procedures.

Background

Definitions

For the purpose of this policy:

Extremism – is defined as vocal or active opposition to fundamental British values.

Radicalisation – is defined as the process by which an individual or group comes to adopt increasingly extreme political, social, or religious ideals and aspirations.

Terrorism – is defined as violent threats or actions designed to influence government or intimidate the public with the purpose of advancing a political, religious or ideological cause.

Fundamental British values – are a set of expected standards by which people resident in the UK must live, including democracy, the rule of law, individual liberty and the mutual respect and tolerance of different faiths and beliefs.

What is prevent?

Prevent is part of the Government's counter-terrorism strategy, CONTEST. Its aim is to stop people becoming terrorists or supporting terrorism. *Prevent* will address all forms of terrorism but continue to prioritise according to current threat levels. It's about minimising the risk of people supporting extremist ideologies which espouse violence and terrorism. As such *Prevent* is an early intervention tool most commonly in the form of education, dialogue and mentoring, aiming to reduce the likelihood of terrorist or other violent actions in the future.

Prevent is just one of four elements which make up the Government's Counter Terrorism Strategy comprising of four key elements:

Pursue: to stop terrorist attacks
Protect: to strengthen our physical infra-structure against a terrorist attack, and
Prepare: to mitigate the impact of a terrorist attack

Prevent: to stop people becoming terrorists or supporting terrorism.

Prevent can be seen as separate from the other three elements in that it operates in the 'non-criminal' space; a prevention tool to reduce the numbers of people who may consider criminal acts. In an educational context *Prevent* is a safeguarding issue for schools aimed at supporting and protecting children and young people who are vulnerable and at risk of being radicalised. *Prevent* is about ensuring that they are diverted away before any crime is committed and described as a long-term solution to the current threat of extremism. Within the overall framework the *Prevent* strategy will specifically:

- 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 which we need to address

Protecting children from the risk of radicalisation should be part of the Trust's wider safeguarding duties and is similar in nature to protecting children from other harms (e.g. drugs, gangs, neglect, sexual exploitation), whether these come from within their family or are the product of outside influences. Academies can also build pupils' resilience to radicalisation by promoting fundamental British values and enabling them to challenge extremists' views.

The aim of Prevent is to safeguard and support those vulnerable to radicalisation, to stop them from becoming terrorists or supporting terrorism. The strategy also includes supporting the rehabilitation and disengagement of those already involved in terrorism.

In order for academies to fulfil the prevent duty, it is essential that staff are able to identify children who may be **vulnerable** to radicalisation and know what to do when they are identified.

The Prevent strategy recognises that there is no socio-demographic profile of a terrorist in the United Kingdom and no simple pathway or “conveyor belt” leading to terrorism.

Extremism is defined in the 2011 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. Also included in the definition of extremism are calls for the death of members of our armed forces, whether in this country or overseas.

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

It is important to emphasize that the Prevent duty is not intended to stop pupils debating controversial issues. On the contrary, we will provide a safe space in which children, young people and staff can understand the risks associated with terrorism and develop the knowledge and skills to be able to challenge extremist arguments.

The full CONTEST strategy including an overview of Prevent can be found at www.gov.uk/government/collections/contest

Statutory Duties

The duty to prevent children and young people being radicalised is set out in the following documents:

Legislation

- The Children Act 2006
- The Protection of Children Act 1999
- The Safeguarding of Vulnerable Groups Act 2006
- The Data Protection Act 2018
- The GDPR The Children Act 1989
- The Counterterrorism and Security Act 2015

Guidance

- DfE (2015) 'The Prevent duty'
- HM Government (2015) 'Revised Prevent Duty Guidance: for England and Wales'

- DfE (2020) 'Keeping children safe in education'
- DfE (2018) 'Working Together to Safeguard Children'

Statutory guidance issued under section 29 of the Counterterrorism and Security Act 2015.

Section 26 of the Counterterrorism and Security Act 2015 (the Act) places a duty on certain bodies ("specified authorities" listed in Schedule 6 to the Act), in the exercise of their functions, to have "due regard to the need to prevent people from being drawn into terrorism". This guidance is issued under section 29 of the Act. The Act states that the authorities subject to the provisions must have regard to this guidance when carrying out the duty.

The Trust recognises the importance of the Prevent duty (Government advice published in March 2015 and revised in July 2015); that of having **"due regard to the need to prevent people from being drawn into terrorism"**. The following information from the Department for Education gives advice on protecting children from the risk of radicalisation and how to access support. If there is concern of risk, then reports should be made using the Academies' Safeguarding processes.

The statutory guidance on the Prevent duty summarises the requirements on academies and childcare providers in terms of four general themes:

- **risk assessment**
- **working in partnership**
- **staff training**
- **ICT policies**

The Trust and its school will encourage staff to engage with online government resources, including the website Educate Against Hate, and the Prevent e-learning modules provided by the Home Office.

Risk Assessment

Academies/schools and childcare providers are expected to assess the risk of children being drawn into terrorism, including support for extremist ideas that are part of terrorist ideology. This means being able to demonstrate both a general understanding of the risks affecting children and young people and a specific understanding of how to identify individual children who may be at risk of radicalisation and what to do to support them. Each school within the Trust will carry out their own Radicalisation Risk Assessment.

There is no single way of identifying an individual who is likely to be susceptible to a terrorist ideology. As with managing other safeguarding risks, staff should be alert to changes in children's behaviour which could indicate that they may be in need of help or protection. Children at risk of radicalisation may display different signs or seek

to hide their views. School staff should use their professional judgement in identifying children who might be at risk of radicalisation and act proportionately.

Even very young children 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.

Working in Partnership

The Prevent duty builds on existing local partnership arrangements. Local Safeguarding Children Boards (LSCBs) or partnerships (LSCPs) are responsible for co-ordinating what is done by local agencies for the purposes of safeguarding and promoting the welfare of children in their local area. Safeguarding arrangements should already consider the policies and procedures of the LSCB/P. Local authorities are vital to all aspects of Prevent work. Each school within the Trust, will work in line with their own LA PREVENT Strategy and Channel Panel protocols.

Other partners, in particular the police and also civil society organisations, may be able to provide advice and support to academies/schools 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 appropriate support.

Staff Training

The statutory guidance refers to the importance of Prevent Duty awareness training to equip staff to identify children at risk of being drawn into terrorism and to challenge extremist ideas. The Home Office has developed a core training product for this purpose – Prevent Awareness Training (formally known as WRAP). There are a number of professionals – particularly in safeguarding roles - working within Local Authorities, the Police, Health and Higher and Further Education who are accredited WRAP trained facilitators from whom advice and support can be sought.

ICT Policies

Academies and schools need to ensure that children are safe from terrorist and extremist material when accessing the internet. ICAT Academies have education level, internet filtering in place to ensure students are protected online from extremism. More generally, academies/schools have an important role to play in equipping children and young people to stay safe online, both in school and outside. Internet safety will usually be integral to an academy's ICT curriculum and can also be embedded in PSHE. General advice and resources for schools on internet safety are available on the **UK Safer Internet Centre website**.

As with other online risks of harm, every teacher needs to be aware of the risks posed by the online activity of extremist and terrorist groups.

Related Policies

- Safeguarding Policy
- Online learning and Internet use Policy
- British Values Policy
- Safer Recruitment Policy
- Positive Care and Control Policy
- Equality Opportunities Policy
- Positive Behaviour Policy
- Bullying Policy
- PHSE Policy
- Visitors Policy
- Whistleblowing Policy
- Health and Safety

Roles and Responsibilities

The Interaction and Communication Academy Trust is accountable for all safeguarding policies and practices across its Academies. It is the role of the Board and CEO to ensure that the Trust meets its statutory duties with regard to preventing radicalisation

Role of the Local Governors

It is the role of the Local Governors to ensure that the academy meets their statutory duties with regard to preventing radicalisation.

All ICAT Academies have a nominated Safeguarding Local Governor who will liaise with the Principal and other staff about issues connected to protecting pupils from radicalisation.

Role of the Principal

The Principal is responsible for

- The overall implementation and management of this policy
- Ensuring every staff member is familiar with the scope of this policy
- Ensuring pupils are taught about British values through the curriculum

- Undertaking a risk assessment to determine whether pupils are at risk of being drawn into terrorism
- Identifying extremist risks in the local area (in liaison with the police and other appropriate agencies)
- Ensuring any visitors and speakers at the school are appropriately vetted prior to them having access to pupils

Role of the Designated Safeguarding Lead

The Designated Safeguarding Lead is responsible for

- Handle any referrals to the Channel programme
- Follow up any referrals made to the Channel programme
- Deliver staff training on the Prevent duty
- Work with external agencies to support pupils at risk of being drawn into terrorism
- Provide guidance to other staff members to help them support pupils at risk of being drawn into terrorism

Role of the staff

- Be alert to the risk factors of extremism and radicalisation
- Raise any concerns with the DSL (or any deputies, in their absence)
- Notify the DSL (or any deputies, in their absence) when they make any referrals to the Channel programme
- Engage in staff training on the Prevent duty

Signs of vulnerability

There are no known definitive indicators that a young person is vulnerable to radicalisation. The nature of our students requires staff to work alongside and build close relationships with them as individuals and with their families. Working in this way allows staff to identify changes in behaviour or other indicators that may be a cause for concern.

Visitors to an ICAT Academy

Visitors to an Academy are made aware of the safeguarding and child protection policies on arrival, including the use of mobile phones within the building and are given information about what to do if they are concerned about any aspect of child welfare.

We undertake due diligence to ensure that visitors speaking to our students are supervised at all times and will not be allowed to speak to pupils without a member of staff being present.

What to do if you have a concern

Staff should follow the ICAT Academies Safeguarding procedures. See the Designated Safeguarding lead.