



# **PREVENT Strategy Policy**

**March 2022**

**Approved by the Governing Body Strategy Group 10/03/22**

**This Policy is due for renewal in Term 4  
2023–24**

# **PREVENT STRATEGY POLICY**

## **OF**

### **GODINTON PRIMARY SCHOOL**

#### **SECTION ONE – BACKGROUND**

1.1 The Prevent strategy, published by the Government in 2011, is part of the overall counter-terrorism strategy, **CONTEST**. The aim of the Prevent strategy is to reduce the threat to the UK from terrorism by stopping people becoming terrorists or supporting terrorism. In the Act, this has simply been expressed as the need to “prevent people from being drawn into terrorism”.

The 2011 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.

1.3 From 1 July 2015 all schools<sup>1</sup>, registered early years childcare providers and registered later years childcare providers<sup>3</sup> are subject to a duty under section 26 of the Counter-Terrorism and Security Act 2015, in the exercise of their functions, to have “due regard to the need to prevent people from being drawn into terrorism”. This duty is known as the Prevent duty.

1.4 The Government has defined extremism 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” (Prevent Duty Guidance: for England and Wales, 2015).

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

#### **SECTION TWO – STATUTORY DUTIES AND RELATED POLICIES AND GUIDANCE**

2.1 This document is informed by:

Revised Prevent Duty Guidance for England and Wales (Gov 10/04/19)

Prevent Duty – Departmental Advice for Schools and Childcare Providers (DfE updated

17/08/19)

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

Counter Terrorism and Security Act 2015

Keeping Children Safe in Education 2019

Channel Duty Guidance – Protecting vulnerable people from being drawn into terrorism 2015

DfE School Security Advice 2019

DfE Preventing Children from Radicalisation 2015

Other useful supporting documentation and websites are listed in Appendix B

2.2 This policy should be read in conjunction with the school's policies for:

- Child Protection (Safeguarding)
- Online Safety
- Behaviour
- Equal Opportunities
- Whistle- Blowing
- Staff Code of Conduct
- SMSC and British Values

### **SECTION THREE – ETHOS**

Safeguarding children from all risks of harm is an important part of a school's work and protecting them from extremism and radicalisation is one aspect of that.

At Godinton Primary School, we ensure that we promote tolerance and respect for all cultures, faiths and lifestyles. The Governors also ensure that this ethos is reflected and implemented effectively through school policy and practice and that there is an effective suite of policies in place to safeguard and promote pupil welfare.

While it remains rare for children and young people to become involved in terrorist activity, young people from an early age can be exposed to terrorist and extremist influences or prejudiced views. As with other forms of safeguarding strategies, early intervention is always preferable.

At Godinton Primary School we will:

- Build pupils' resilience to radicalisation by promoting fundamental British values and enabling them to challenge extremist views. It is important to emphasise that the Prevent duty is not intended to stop pupils debating controversial issues. On the contrary, the school 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
- Ensure that children know who to talk to if they are worried or concerned about any issue affecting their lives.
- 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 in the area and a specific understanding of how to identify individual children who may be at risk of radicalisation and what to do to support them.
- Provide information about what can cause extremism, about preventative actions taking place locally and nationally and where additional information and advice can be obtained.
- Be familiar with any local extremist issues outlined in updates in the KCC Prevent newsletter so that we can respond in an appropriate and proportionate way
- At the same time the school will be aware of the increased risk of online radicalisation, as terrorist organisations often seek to radicalise young people through the use of social media and the internet.

## **SECTION FOUR – ROLES AND RESPONSIBILITIES**

### **4.1 Role of the Governors**

It is the role of the Governors to ensure that the schools meet their statutory duties with regard to preventing radicalisation. The schools have a nominated Safeguarding Governor who will liaise with the Headteacher and other staff about issues to do with protecting pupils from radicalisation.

### **4.2 Role of the Headteacher**

It is the role of the Headteacher to:

- ensure that the school and its staff respond to preventing radicalisation and the impact of extremism on a day to day basis;
- ensure that the school's curriculum addresses the issues involved in radicalisation;
- ensure that staff conduct is consistent with preventing radicalisation.
- Ensure that staff receive suitable training including as part of new staff induction and then as part of ongoing safeguarding training.

### **4.3 Role of Designated Safeguarding Lead**

It is the role of the Designated Safeguarding Lead (DSL) to:

- ensure that staff understand the issues of radicalisation, that they are able to recognise the signs of vulnerability or radicalisation and know how to refer their concerns;
- receive safeguarding concerns about pupils who may be vulnerable to the risk of radicalisation or are showing signs of radicalisation;
- make referrals to appropriate agencies with regard to concerns about radicalisation;
- liaise with partners, including the Local Children's Safeguarding Board and the police.
- Act as a single point of contact for radicalisation and extremism enquiries internally
- Upload information regarding Prevent onto the school website as a point of reference for the school community.
- Complete the school's Prevent Duty self-assessment.
- Complete Prevent training (Online CHANNEL general awareness training and WRAP (Workshop to Raise Awareness of Prevent where this is available) and support training for staff.

Jill Talbot (Headteacher / DSL) is the lead member of staff for PREVENT.

### **4.4 Role of staff**

It is the role of staff to understand the issues of radicalisation, that they are able to recognise the signs of vulnerability or radicalisation and know how to refer their concerns.

## **SECTION FIVE – CURRICULUM**

5.1 Godinton Primary School is committed to ensuring that our pupils are offered a broad and balanced curriculum that aims to prepare them for life in modern Britain. We encourage our pupils to be inquisitive learners who are open to new experiences and are tolerant of others. Our values support the development of the whole child as a reflective learner within a safe and respectful learning environment. Teaching the schools' core values, alongside an understanding of British values, helps our pupils to make a positive contribution to the development of a fair, just and civil society.

At Godinton Primary School, we believe it is important that the Prevent strategy does not stifle the opportunity for safe and informed debate at an age appropriate level. Pupils must have the opportunity, within appropriate subjects, to express views, seek advice, ask questions and ultimately further their understanding. Children should feel able to ask

controversial questions without fear of reprimand.

Children will learn to develop tolerance and respect for cultures, faiths and lifestyles through PSHE (Personal Social and Health Education) and RE (Religious Education) lessons, which are delivered in termly STAR weeks. Assemblies may respond to national or international events such as terrorist attack but will always be delivered in a sensitive manner with due regard to the age of the children.

## **5.2 Online-Safety**

The internet provides children and young people with access to a wide range of content, some of which is potentially harmful. Extremists use the internet, including social media, to share their messages. The filtering systems used at our schools block inappropriate content, including extremist content. The UK Safer Internet Centre (UKSIC) has worked with the Home Office to create a tool to help schools test whether they are covered by the CTIRU (Counter Terrorism Internet Referral Unit) 'filter list'. It also checks whether schools are covered by the Internet Watch Foundation (IWF) URL list, which contains links to online child sexual exploitation content. This is used by the school.

Where staff, pupils or visitors find unblocked extremist content they must report it immediately to a senior member of staff following the school's cause for concern procedures.

The Online-Safety policy refers to preventing radicalisation and related extremist content.

## **SECTION SIX – STAFF TRAINING**

Staff will be given training to help them understand the issues of radicalisation, so that they are able to recognise the signs of vulnerability or radicalisation and know how to refer their concerns. This information forms part of the regular safeguarding training.

Online training modules are available at:

[http://course.ncalt.com/Channel\\_General\\_Awareness/01/index.html](http://course.ncalt.com/Channel_General_Awareness/01/index.html) or

<https://www.elearning.prevent.homeoffice.gov.uk/>

Staff are directed as to which training module they will need to complete. All staff complete the home office training module on induction.

## **SECTION SEVEN – 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 – Keeping Children Safe in Education 2019.

DBS checks are carried out in accordance with up to date national guidance on persons having regular unsupervised access to children.

## **SECTION EIGHT – VISITORS**

We undertake due diligence to ensure that visiting speakers are appropriate for the age of children they are addressing and to the content of their delivery. Speakers will be supervised at all times and will not be allowed to speak to pupils without a member of staff being present. The content of a visitor's talk to children will have been discussed beforehand with the lead member of staff for the activity, as will the school's procedures about what to do if they are concerned about any aspect of child welfare.

Staff are not to invite speakers into schools without first obtaining permission from the Headteacher or DSL.

## **SECTION NINE – SIGNS OF VULNERABILITY and RECOGNISING EXTREMISM**

There are no known definitive indicators that a young person is vulnerable to radicalisation, but there are number of signs that when combined may increase the risk. These are signs which school staff should be aware of in relation to the Prevent strategy.

Signs of vulnerability include:

- underachievement
- being in possession of extremist literature
- poverty
- social exclusion
- traumatic events
- global or national event
- 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
- isolation from peers
- becoming withdrawn in class
- disengagement from work
- aggressive behaviour towards peers
- rebelling against school rules
- attendance – change in pattern

There is no such thing as a typical extremist and those involved in extremism come from a wide range of backgrounds and experiences. The list of indicators below helps to support school staff to identify factors that could suggest a child or their family may be

vulnerable or involved in extremism. The list of indicators is not exhaustive and all or none may be present in individual cases of concern. Nor does it mean that children experiencing these factors are automatically at risk of exploitation for the purpose of extremism.

- 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 (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

The current local profile of extremist groups includes those from Syria, Iraq, Afghanistan and Pakistan, extreme right white protest groups, and unaccompanied asylum seeking children.

Staff should use their professional judgement in identifying children who might be at risk of radicalisation and act proportionately.

## **SECTION TEN – REFERRAL PROCESS**

Staff and visitors to the schools must refer all concerns about pupils who show signs of vulnerability or radicalisation to the Designated Safeguarding Lead using the school's procedures for reporting other safeguarding concerns.

### **10. 1 Immediate Threat**

If anyone has seen a person acting suspiciously or if they see a vehicle, unattended package or bag which may pose an immediate threat, they should move away and call 999.

## 10. 2 No Immediate Threat

When there are significant concerns about a possible terrorist attack or risk of radicalisation but no immediate threat, the following action may be taken. This will usually be the decision of the Headteacher or DSL but any member of staff may action.

- Call the Prevent Team on 03000 41 41 41
- Call the Police on 101 or 0800 789 321
- Complete an online form for Kent Police [www.met.police.uk/tua/tell-us-about/ath/possible-terrorist.activity/](http://www.met.police.uk/tua/tell-us-about/ath/possible-terrorist.activity/)
- Download and complete the National Prevent / CHANNEL Referral form (see Appendix A) for any concerns that someone might be displaying extremist behaviour or ideology or radicalisation. This can be downloaded from the KCC website <https://www.kent.gov.uk/about-the-council/strategies-and-policies/community-safety-and-crime-policies/contest/prevent>
- This is a multi-agency approach to protect people at risk from radicalisation. It uses existing collaboration between local authorities, statutory partners (such as education and health sectors, social services and offender management services) and the police to:
  - Identify individuals at risk of being drawn into terrorism
  - Assess the nature and extent of that risk
  - Develop the most appropriate support plan for the individuals concerned.
  - Further guidance about the CHANNEL programme can be found at:
  - [www.gov.uk/government/publications/channel-guidance](http://www.gov.uk/government/publications/channel-guidance)

The Safeguarding Lead at the school may seek advice from the Local Safeguarding Children's Board (LSCB), the Prevent Education Officer [sally.green2@kent.gov.uk](mailto:sally.green2@kent.gov.uk) or from the Front Door Team.

Should concerns require support from other agencies, issues relating to terrorism and extremism can be reported using the following contacts:

Department for Education Due Diligence and Counter Extremism Group: 020 7340 7264 or [counter.extremism@education.gsi.gov.uk](mailto:counter.extremism@education.gsi.gov.uk) (These are not emergency contact details)

Anti-Terrorist Hotline: 0800 789 321

Crime Stoppers: 0800 555 111

## SECTION ELEVEN – CHILDREN IN CARE

Safeguarding all children from risks of harm is an essential part of a school's work. The school's aim is to ensure that all vulnerable groups, including Children in Care, are protected from threats posed by extremism and radicalisation.

## **SECTION TWELVE – EQUALITY STATEMENT (Refer also to specific policies for equal opportunities and racial equality)**

At Godinton Primary School, we are committed to ensuring equality of opportunity for all members of our school community irrespective of race, religion or belief, gender, gender reassignment, disability, sexual orientation, age, pregnancy or maternity, marriage and civil partnership or socio-economic background. We are determined to develop a culture of inclusion and diversity in which all those connected to the school feel proud of their identity and ability to participate fully in school life.

We tackle discrimination through the positive promotion of equality by challenging stereotypes and by creating an environment that champions respect for all. At Godinton Primary School, we believe that diversity is a strength that should be respected and celebrated by all those who learn, teach and visit us.

All school policies have an explicit aim of promoting equality and will be reviewed in terms of their contribution and effectiveness in achieving this aim.

## **SECTION THIRTEEN – MONITORING AND REVIEW**

This policy will be reviewed every two years or sooner if guidance changes.

## Appendix A – PREVENT Referral Form

| REFERRAL PROCESS  |  |
|---|--|
| <p>By sending this form you consent for it to arrive with both your dedicated Local Authority safeguarding team &amp; Prevent policing team for a joint assessment. Wherever possible we aim to give you feedback on your referral, please be aware, however, that this is not always possible due to data-protection &amp; other case sensitivities.</p> <p>Once you have completed this form, please email it to: <a href="mailto:prevent.referrals@kent.pnn.police.uk">prevent.referrals@kent.pnn.police.uk</a></p> <p>If you have any questions whilst filling in the form, please call: 01865 555618</p>   |  |
| INDIVIDUAL'S BIOGRAPHICAL & CONTACT DETAILS   |  |
| Forename(s):  | First Name(s)  |
| Surname:  | Last Name  |
| Date of Birth (DD/MM/YYYY):   | D.O.B.   |
| Approx. Age (if DoB unknown):   | Please Enter   |
| Gender:   | Please Describe  |
| Known Address(es):  | Identify which address is the Individual's current residence   |
| Nationality / Citizenship:  | Stated nationality / citizenship documentation (if any)  |
| Immigration / Asylum Status:  | Immigration status? Refugee status? Asylum claimant? Please describe.  |
| Primary Language:   | Does the Individual speak / understand English? What is the Individual's first language?   |
| Contact Number(s):  | Telephone Number(s)  |
| Email Address(es):  | Email Address(es)  |
| Any Other Family Details:   | Family makeup? Who lives with the Individual? Anything relevant.   |
| DESCRIBE CONCERNS   | In as much detail as possible, please describe the specific concern(s) relevant to Prevent.  |
| Please Describe   |  |
| <p><b>FOR EXAMPLE:</b></p> <ul style="list-style-type: none"> <li>How / why did the Individual come to your organisation's notice in this instance?</li> <li>Does it involve a specific event? What happened? Is it a combination of factors? Describe them.</li> <li>Has the Individual discussed personal travel plans to a warzone or countries with similar concerns? Where? When? How?</li> <li>Does the Individual have contact with groups or individuals that cause you concern? Who? Why are they concerning? How frequent is this contact?</li> <li>Is there something about the Individual's mobile phone, internet or social media use that is worrying to you? What exactly? How do you have access to this information?</li> <li>Has the Individual expressed a desire to cause physical harm, or threatened anyone with violence? Who? When? Can you remember what was said / expressed exactly?</li> <li>Has the Individual shown a concerning interest in hate crimes, or extremists, or terrorism? Consider <i>any</i> extremist ideology, group or cause, as well as support for "school-shooters" or public-massacres, or murders of public figures.</li> <li>Please describe any other concerns you may have that are not mentioned here.</li> </ul> |  |
| COMPLEX NEEDS   | Is there anything in the Individual's life that you think might be affecting their wellbeing or that might be making them vulnerable in any sense? |
| Please Describe   |  |
| <p><b>FOR EXAMPLE:</b></p> <ul style="list-style-type: none"> <li>Victim of crime, abuse or bullying.</li> <li>Work, financial or housing problems.</li> <li>Citizenship, asylum or immigration issues.</li> <li>Personal problems, emotional difficulties, relationship problems, family issues, ongoing court proceedings.</li> <li>On probation; any erratic, violent, self-destructive or risky behaviours, or alcohol / drug misuse or dependency.</li> <li>Expressed feelings of injustice or grievance involving any racial, religious or political issue, or even conspiracy theories.</li> <li>Educational issues, developmental or behavioural difficulties, mental ill health (see <b>Safeguarding Considerations</b> below).</li> <li>Please describe any other need or potential vulnerability you think may be present but which is not mentioned here.</li> </ul>  |  |

|                          |  |
|--------------------------|--|
| <b>OTHER INFORMATION</b> | Please provide any further information you think may be relevant, e.g. social media details, military service number, other agencies or professionals working with the Individual, etc.. |
| Please Describe          |  |

| PERSON WHO FIRST IDENTIFIED THE CONCERNS              |  |
|---|--|
| Do they wish to remain anonymous?                     | Yes / No                                 |
| Forename:   | Referrers First Name(s)                  |
| Surname:  | Referrers Last Name                      |
| Professional Role & Organisation:                     | Referrers Role / Organisation            |
| Relationship to Individual:                           | Referrers Relationship To The Individual |
| Contact Telephone Number:                             | Referrers Telephone Number               |
| Email Address:  | Referrers Email Address                  |
| PERSON MAKING THIS REFERRAL (if different from above) |  |
| Forename:   | Contact First Name(s)                    |
| Surname:  | Contact Last Name                        |
| Professional Role & Organisation:                     | Contact Role & Organisation              |
| Relationship to Individual:                           | Contact Relationship to the Individual   |
| Contact Telephone Number:                             | Contact Telephone Number                 |
| Email Address:  | Contact Email Address                    |

| REFERRER'S ORGANISATIONAL PREVENT CONTACT (if different from above) |  |
|---|--|
| Forename:   | Referrers First Name(s)                  |
| Surname:  | Referrers Last Name                      |
| Professional Role & Organisation:                                   | Referrers Role / Organisation            |
| Relationship to Individual:   | Referrers Relationship To The Individual |
| Contact Telephone Number:   | Referrers Telephone Number               |
| Email Address:  | Referrers Email Address                  |

| RELEVANT DATES                        |  |
|---------------------------------------|--|
| Date the concern first came to light: | When were the concerns first identified? |
| Date referral made to Prevent:        | Date this form was completed & sent off? |

| SAFEGUARDING CONSIDERATIONS   |          |
|---|----------|
| Does the Individual have any stated or diagnosed disabilities, disorders or mental health issues? | Yes / No |
| Please describe, stating whether the concern has been diagnosed.                                  |          |
| Have you discussed this Individual with your organisations Safeguarding / Prevent lead?           | Yes / No |
| What was the result of the discussion?  |          |
| Have you informed the Individual that you are making this referral?                               | Yes / No |
| What was the response?  |          |
| Have you taken any direct action with the Individual since receiving this information?            | Yes / No |
| What was the action & the result?   |          |
| Have you discussed your concerns around the Individual with any other agencies?                   | Yes / No |

What was the result of the discussion?

#### INDIVIDUAL'S EMPLOYMENT / EDUCATION DETAILS

|  |                                       |
|--|---------------------------------------|
| <b>Current Occupation &amp; Employer:</b>        | Current Occupation(s) & Employer(s)   |
| <b>Previous Occupation(s) &amp; Employer(s):</b> | Previous Occupation(s) & Employer(s)  |
| <b>Current School / College / University:</b>    | Current Educational Establishment(s)  |
| <b>Previous School / College / University:</b>   | Previous Educational Establishment(s) |

#### THANK YOU

Thank you for taking the time to make this referral. Information you provide is valuable and will always be assessed. If there is no Prevent concern but other safeguarding issues are present, this information will be sent to the relevant team or agency to provide the correct support for the individual(s) concerned.

## **Appendix B – Other useful websites**

- Educate Against Hate ([www.educationagainsthate.com](http://www.educationagainsthate.com))
- Action Counters Terrorism ([www.act.campaign.gov.uk](http://www.act.campaign.gov.uk))
- Let's Talk About It (working Together to Prevent Terrorism) ([www.ltai.info](http://www.ltai.info))
- Kent Safeguarding Children's Board ([kscmp.org.uk](http://kscmp.org.uk))
- Support for Children, Parents and Teachers: Victims of Terrorism DfE October 2017