


Prevent Policy
Summer 2024

THE
C  **MPASS**
PARTNERSHIP OF SCHOOLS

Rationale:

Whilst it is not a statutory requirement to maintain a separate policy on Prevent, The Compass Partnership of schools believes it is important to ensure all Stakeholders are enabled to fully protect all learners. We recognize that:

Over the last few years global events have led to a growth of extremist viewpoints, including advocacy of violent extremism and hate crime. Schools have an important part to play in both educating children and young people about extremism and recognising when pupils start to become radicalised. Safeguarding children from all risks of harm is an important part of a school's work and protecting them from extremism is one aspect of that.

Statistically, children and young people continue to make up a significant proportion of Channel cases, (the multiagency rehabilitation group) and in recent years there have been concerns regarding increased numbers of learners being arrested for terrorism-related offences. School staff are often in a unique position, through interacting with learners on a regular basis, to be able to identify concerning behaviour changes that may indicate they are susceptible to radicalisation. Settings should not only be alert to violent extremism but also non-violent extremism, including certain divisive or intolerant narratives which can reasonably be linked to terrorism.

Many of our schools operate in a priority location in relation to the risk of radicalization activities.

Aims:

The aim of the statutory Prevent Duty (December 23) under [Section 29 of the Counter-Terrorism and Security Act 2015](#) is to stop people from becoming terrorists or supporting terrorism.

The objectives of Prevent are to:

- tackle the ideological causes of terrorism
- intervene early to support people susceptible to radicalisation.
- enable people who have already engaged in terrorism to disengage and rehabilitate.

The duty covers all types of extremism, whether political, religious or ideological. This is part of our commitment to keeping children safe.

Definition:

In March 2024 the DFE updated the definition of Extremism – though it is currently not a requirement to adopt this fully it is useful for all staff to be aware:

Extremism is the promotion or advancement of an ideology based on violence, hatred or intolerance, that aims to:

1. negate or destroy the fundamental rights and freedoms of others; or
2. undermine, overturn or replace the UK's system of liberal parliamentary democracy and democratic rights; or

3. intentionally create a permissive environment for others to achieve the results in (1) or (2).

Our approach:

We ensure we promote tolerance and respect for all cultures, faiths and lifestyles through our school vision, values, expectations and curriculum. We have a duty to prepare our children for life in modern Britain and to keep them safe. Pupils who attend our school have the right to learn in safety. We do not tolerate bullying of any kind and will challenge derogatory language and behaviour towards others.

We recognize and teach that Freedom of speech is not an absolute right, and it does not include the right for individuals to harass others or incite them to violence or terrorism. We believe this applies to all stakeholders.

Roles and Responsibilities:

Role of Trustees and Local Governing Boards

- Trustees and Local Governing Board will undertake appropriate training to ensure that they are clear about their role and the parameters of their responsibilities, including their statutory safeguarding duties. In line with the provisions set out in the DfE guidance 'Keeping Children Safe in Education 2023'.
- Trustees ensure there are clear measures in place to prevent our schools being exploited by those who seek to radicalize including the appropriate use of School IT equipment and networks including ensuring an appropriate filtering mechanism is maintained.
- The Compass Partnership of schools are mindful that Schools should not provide a platform for an offence to be committed, or facilitate activity through provision of endorsement, funding or other forms of support and actively work to identify and disrupt the work of those who seek to radicalize others of other broadly harmful ideas such as misogyny.

The Local Governing Board will monitor the implementation of this policy and its effectiveness.

Trustees will review this policy regularly (every two years) and may amend and adopt it outside of this time frame 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.

Each school has a nominated member of their local governing board who has responsibility for liaising with the school on all matters relating to safeguarding. The nominated Safeguarding Governor will liaise with the safeguarding lead about issues related to protecting children from radicalisation.

Role of the Headteacher/Head of School

It is the role of the Headteacher/Head of School to:

- ensure that the school and its staff respond to preventing radicalisation on a day-to-day basis including making referrals or escalating where appropriate

- ensure that the school's curriculum addresses the issues involved in radicalization and reducing permissive environments through liaison with families and challenging ideologies where appropriate
- ensure that staff conduct is consistent with preventing radicalization
- enable information sharing with other key professionals as required
- undertake suitable checks and seek references on all guest speakers and clubs / external users of the premises.
- be mindful in the promotion of external providers and clubs for additional tuition or sports etc. as these are often not regulated under education and childcare law.
- maintain robust safeguarding policies and procedure in place for all staff from the point of induction

Role of Designated Safeguarding Lead

It is the role of the designated safeguarding lead to:

- ensure that staff understand the issues of radicalisation, are able to recognise the signs of vulnerability or radicalisation and know how to refer their concerns by receiving regular training.
- Ensure their own understanding of Prevent is maintained effectively – at least every 2 years, including understanding the local partnerships available for support.
- receive safeguarding concerns about children and young people who may be vulnerable to the risk of radicalisation or are showing signs of radicalization.
- make referrals to appropriate agencies with regard to concerns about radicalization including the National referral form.
- liaise with partners, including the local authority and the police.
- report to the governing body on these matters.

Role of Staff

It is the role of staff to understand the issues of radicalisation and know how to refer their concerns.

Curriculum

Our curriculum promotes respect, tolerance and diversity. We are committed to ensuring that our pupils are offered a broad and balanced curriculum that aims to prepare them for life in modern Britain. Children are encouraged to share their views and recognise that they are entitled to have their own different beliefs which should not be used to influence others. Our PSHE (Personal, Social and Health Education),

Relationship and health and SMSC (Spiritual, Moral, Social and Cultural) provision is embedded across the curriculum, and underpins the ethos of the school. Teaching the schools' core values alongside the fundamental British values supports quality teaching and learning, whilst making a positive contribution to the development of a fair, just and civil society.

Safety online

The internet and online applications provide children and young people with access to a wide-range of content, some of which is harmful. Children are regularly taught about how to stay safe when using the Internet and are encouraged to recognise that people are not always who they say they are online. They are taught to seek adult help if they are upset or concerned about anything they read or see on the Internet.

Extremists use the internet, including social media, to share their messages. The filtering systems used in our school blocks inappropriate content, including extremist content.

Staff Training

All 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 safeguarding induction training. Staff are updated as part of the annual safeguarding training, or through briefings if guidelines or legislation change prior. Staff are directed to review the specific terminology to support clarity of understanding. [Glossary of terms - GOV.UK \(www.gov.uk\)](https://www.gov.uk/glossary/terms)

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 part 3 of *Keeping Children Safe in Education (2023)*. Vetting and barring checks are undertaken on relevant people, including governors and volunteers. Online searches are also conducted.

Visitors

Visitors to the school are made aware of our safeguarding policies and are provided with information detailing what to do if they are concerned about any aspect of child welfare. All visitors providing educational enrichment / guest speaking or thoroughly checked, vetted and supervised.

Signs of Vulnerability

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

- being easily influenced or impressionable
- having low self-esteem or being isolated
- feeling that rejection, discrimination or injustice is taking place in society
- experiencing community tension amongst different groups
- being disrespectful or angry towards family and peers
- having a strong need for acceptance or belonging
- experiencing grief such as loss of a loved one.

- social exclusion
- holding grievances
- traumatic experiences
- confused identity
- victim or witness to race or hate crimes
- rejection by peers, family, social groups or faith

Schools ensure that they maintain regular communication with the child's family and have a sense of what is happening outside school for children. This is in order that any potential PREVENT issues concerning wider family or immediate community which could impact on children and young people are identified and acted upon in a timely way.

Recognising Extremism

Early indicators of radicalisation or extremism may include:

- being drawn to conspiracy theories
- beginning to isolate themselves from family and friends
- viewing or engaging with inappropriate online content and having uncontrolled or unsupervised access to the internet
- expressing concerns about being victimised, for example feeling under attack
- discriminating against other individuals or groups of people
- a sudden change in behaviour
- showing interest in extremists or extreme groups
- expressing views that divide us, for example talking about 'us' and 'them'

Indicators of being at medium risk include:

- legitimising the use of violence to defend ideology or cause
- accessing extremist or terrorist websites, forums and publications
- expressing dehumanising views
- expressing an interest to travel to a conflict zone
- being in contact with a group or individuals known to support a violent extremist ideology, either online or in real life
- expressing persistent intolerance towards groups of people perceived as 'other' - this may be based on protected characteristics such as gender, religion or ethnicity, but not exclusively
- demonstrating a fixation with weaponry or explosives (this may include posing in concerning photographs or videos with weaponry), without an otherwise reasonable explanation
- being obsessed with massacre, or extreme or mass violence, without targeting a particular group (for example, high school shootings)

Indicators of being at High Risk include:

- verbally or physically attacking someone due to their race, religion, sexuality and so on
- committing violent acts guided by a violent extremist ideology or group
- taking part in any proscribed violent extremist group (financing, sharing material online, recruiting others and so on)
- having a 'kill list' or detailed plan to carry out mass violence
- producing or sharing terrorist material offline or online

- recruiting others to a proscribed terrorist group or organisation

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 schools safeguarding referral systems. Where there are significant concerns about a pupil the Designated Safeguarding Lead will make a referral to the appropriate body including using the National referral form.

Further Advice and Support

[Prevent duty guidance: England and Wales \(2023\) - GOV.UK \(www.gov.uk\)](https://www.gov.uk)

[Get help for radicalisation concerns - GOV.UK \(www.gov.uk\)](https://www.gov.uk)

[Prevent | Police.uk \(www.police.uk\)](https://www.police.uk)

[Prevent Duty Guidance - Briefing Note Local Authority Children's Social Care Final \(educateagainsthate.com\)](https://educateagainsthate.com)

Monitoring, evaluation and review

The Compass partnership of schools has mechanisms in place to evaluate the extent to which all settings have a culture of safeguarding that supports effective arrangements to identify learners who may need early help or who are at risk of harm or exploitation, including radicalisation.

The Board of Trustees will assess the implementation and effectiveness of this policy.

This Policy will be reviewed by the Board of Trustees on at least a 2-yearly cycle and must be signed by the Chair of the Board of Trustees and Headteacher.

Adherence to the policy will be monitored by the school's local governing body, at least annually, through the annual safeguarding report.

Policy adopted:	Summer Term 2024
Other related policies:	<ul style="list-style-type: none"> • Acceptable use of the Internet and Digital Technology Policy • Behaviour for Learning Policy • Safeguarding Policy • Equality Policy • PSHE Policy • RE Policy • Staff Code of Conduct • Teaching and Learning Policy • Whistle-blowing Policy
Next Review:	Summer Term 2026