



# Pimperne CE VC Primary School

## Prevent Duty Policy



*'As each one does their part, we grow in love'*  
Ephesians 4 vs.16



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## Statement of intent

Pimperne Primary School deplores terrorism of every kind and of any radical ideology. We will do anything we can to protect our pupils from the threat of terrorism and will not tolerate extremism or radicalisation in our school.

Our zero-tolerance approach to extremism and terrorism includes interventions, exclusions and involving third parties such as the police.

We support and adhere to 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.

This policy relates to the radicalisation of pupils at our school. For guidance on specific terrorist incidents, please see our **Invacuation, Lockdown and Evacuation Policy** and procedures.

## Ethos Statement

It is the aim of the Governing Body of Pimperne Primary School to support the implementation of policies and procedures which support the vision of the school.

Signed by:

FWaller

Headteacher

Date:

Sept 2023

JTorrance

Chair of governors

Date:

Sept 2023

## 1. Legal framework

1.1. This policy has due regard to statutory legislation, including, but not limited to, the following:

- Counter-Terrorism and Security Act 2015
- Childcare Act 2006
- Data Protection Act 2018
- The GDPR

1.2. This policy also has due regard to statutory and non-statutory departmental advice, including, but not limited to, the following:

- DfE (2015) 'The Prevent duty'
- HM Government (2015) 'Revised Prevent Duty Guidance: for England and Wales'
- DfE (2023) 'Keeping children safe in education' (KCSIE)
- DfE (2018) 'Working Together to Safeguard Children'

1.3. This policy operates in conjunction with the following school policies and documents:

- **Invacuation, Lockdown and Evacuation Policy**
- **Child Protection and Safeguarding Policy**
- **Data Protection Policy**
- **Online Safety Policy**
- **Equality Information and Objectives Policy**

## 2. 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.

### **3. Roles and responsibilities**

**The governing board will be responsible for:**

- Ensuring the appropriate measures are in place to protect pupils from radicalisation
- Ensuring the Prevent duty is seen as part of the school's wider safeguarding duties.

**The headteacher 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.
- Ensuring any visitors and speakers at the school are appropriate vetted prior to them having access to pupils.

**The DSL, and any deputies, are responsible for:**

- Handling any referrals to the Channel programme.
- Following up any referrals made to the Channel programme.
- Delivering staff training on the Prevent duty.
- Working with external agencies to support pupils at risk of being drawn into terrorism.
- Providing guidance to other staff members to help them support pupils at risk of being drawn into terrorism.

**All staff members are responsible for:**

- Being alert to the risk factors of extremism and radicalisation.
- Raising any concerns with the DSL (or any deputies, in their absence).
- Notifying the DSL (or any deputies, in their absence) when they make any referrals to the Channel programme.
- Engaging in staff training on the Prevent duty.

### **4. Safeguarding from extremism**

The school protects the right to freedom of expression. This policy is not intended or designed to restrict or prevent legitimate and lawful congregation or debate.

The school has a dedicated DSL who deals with any incidents of extremism and or terrorism within our school community.

As is the school's responsibility under law, we will do our utmost to safeguard our pupils from being drawn into extremism and terrorism.

The school has strong relationships with our local safeguarding partners, and will not hesitate to involve them at the earliest opportunity if safeguarding issues arise.

The school encourages any pupil, parent, staff member or member of the wider school community to let our DSL know if they have concerns about:

- Pupils becoming radicalised.
- Groups, clubs or societies with extremist or radical views.
- Friends and/or families of pupils becoming radicalised or involved in extremism.
- Pupils planning to visit known areas of conflict.
- Members of the school and wider community attempting to draw young and/or vulnerable pupils into extremism.

Visitors and speakers coming into the school will be vetted prior to them having access to pupils.

All materials handed out to pupils, whether by teachers or visitors and speakers, will be checked by the headteacher.

Pupil-led groups, clubs and societies will be subject to termly unannounced inspections by our DSL.

## **5. 'Channel' and 'Prevent'**

Channel, a key element of the Home Office's Prevent strategy, is a multi-agency approach to protect people at risk from radicalisation.

As a school, we will work with the LA, local law enforcement, and religious and community leaders, to identify children vulnerable to radicalisation and to stamp out extremism if it arises. This includes identifying pupils:

- Displaying feelings of grievance and injustice.
- Feeling under threat.
- Searching for identity, meaning and belonging.
- Who have a desire for status amongst their peers.
- Who have a desire for excitement and adventure.
- Displaying a need to dominate and control others.
- Who have a susceptibility to indoctrination.
- Displaying a radical desire for political or moral change.
- Who are susceptible to opportunistic involvement.
- Who have family or friends involved in extremism.
- Susceptible to being influenced or controlled by a group.
- With relevant mental health issues.

## **6. Preventing radicalisation**

The school will assess the risk of pupils being drawn into terrorism through identifying the factors that affect children in the local area and knowing how to identify those at risk.

The school will always take allegations and concerns of radicalisation and/or terrorism seriously.

The school will help pupils channel their desire for excitement and adventure into suitable and healthy activities.

Extremist propaganda is widely available online – the school will ensure that British values are promoted regularly to encourage pupils to develop an appreciation of society.

The school will work with local religious and cultural organisations to instil a strong sense of identity in our pupils, as well as a clear place and purpose within the school.

The school recognises that pupils' parents and families are best-placed to spot signs of radicalisation and, as such, will promote effective engagement with parents and families.

The school will record all internet activity that takes place on site, and on any school computers, laptops and tablets off site, and establish appropriate filters to protect children from terrorist and extremist material online, in accordance with the **Online Safety Policy**.

In accordance with KCSIE and our **Child Protection and Safeguarding Policy**, pupils will be taught about the importance of staying safe online through PSHE lessons.

The school is stronger thanks to our open, multi-faith and multi-racial community. We will always aim to integrate and engage every child within the school community, and in the wider community.

The school will celebrate a range of different religious and cultural festivals across the year giving every pupil the opportunity to take part.

The school will monitor and assess incidents which suggest pupils are engaging, or are at risk of engaging, in extremist activity and/or radicalisation.

Where a pupil has been identified as at risk of radicalisation, the school will take action proportionate to the incident or risk.

The Office for Security and Counter Terrorism works to counter the threat from terrorism and their work is detailed in the counter terrorism strategy CONTEST. This strategy is based on four areas of work:

- |                  |   |
|------------------|---|
| • <b>Pursue</b>  | To stop terrorist attacks                               |
| • <b>Prevent</b> | To stop people becoming terrorists or supporting        |
| • <b>Protect</b> | To strengthen our protection against a terrorist attack |
| • <b>Prepare</b> | To mitigate the impact of a terrorist attack            |

## 7. Making a judgement

Although extremist behaviour can be presented in many forms, the school understands the following as the most obvious risk factors:

- Disclosure about extremist or radicalised behaviour by pupils – this could include exposure to materials outside of school
- Use of specific terms associated with certain ideological views, e.g. 'hate' language

- Intelligence reports from local and national agencies regarding the radicalisation of groups of people in the local area
- Focus on specific narratives that highlight particular extremist views
- Evidence of accessing online materials that include extremist materials
- Refusal to accept views expressed by others which are counter to the school's **Equality Information and Objectives Policy**
- Documented concerns raised by parents or family members about the changing behaviour of the pupil
- References to an extremist narrative in pupils' work
- Disassociation from existing friendship groups
- A loss of interest in activities which they previously engaged in
- Asking questions about identity, faith and belonging
- Behavioural characteristics, such as low self-esteem, isolation, and perceptions of failure and injustice
- Family tensions
- Migration
- Events affecting their country or region of origin
- Alienation from UK values
- Grievance triggered by personal experience of racism or discrimination
- Inappropriate forms of dress
- Property damage
- Refusal to cooperate with the requests of teachers or other adults

When assessing whether a pupil is at risk of radicalisation, staff will ask themselves the following questions:

- Does the pupil have access to extremist influences through the internet?
- Does the pupil possess or actively seek extremist material?
- Does the pupil sympathise or support extremist groups or behaviour in their speech or written work?
- Does the pupil's demeanour suggest a new social, religious or political influence, e.g. through jewellery or clothing?
- Has the pupil previously been a victim of a race hate or religious crime?
- Has the pupil experienced any major disagreements with their peers, family or faith groups, leading to rejection, isolation or exclusion?
- Does the pupil display an irregular and distorted view of religion or politics?
- Does the pupil display a strong objection towards specific cultures, faiths or race?



- Is the pupil a foreign national awaiting a decision regarding deportation or immigration?
- Is there an irregular pattern of travel within the pupil's family?
- Has the pupil witnessed or suffered from trauma or violence in a war zone or through sectarian conflict?
- Is there evidence of a relative or family friend displaying extremist views?
- Has the pupil travelled for extended periods of time to international locations?
- Does the pupil have experience of poverty, disadvantage, discrimination or social exclusion?
- Does the pupil display a lack of affinity or understanding for others?
- Is the pupil a victim of social isolation?
- Does the pupil have insecure, conflicted or absent family relationships?

**Critical indicators include where a pupil is:**

- In contact with extremist recruiters.
- Articulating support for extremist causes or leaders.
- Accessing extremist websites.
- Possessing extremist literature.
- Using extremist narratives and a global ideology to explain personal disadvantage.
- Justifying the use of violence to solve societal issues.
- Joining extremist organisations.
- Making significant changes to their appearance and/or behaviour.

The DSL, and any deputies, will undergo termly Prevent awareness training in order to provide advice and support to staff on protecting pupils from the risk of radicalisation.

Staff will undergo regular Prevent awareness training, delivered by the DSL, in order to ensure that they are up-to-date to recognise indicators of radicalisation.

Staff, including the DSL and any deputies, will also undergo regular training in response to any updates.

The 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.

## 8. Making a referral

In accordance with the school's **Child Protection and Safeguarding Policy**, if any member of staff has concerns about a pupil, they will raise this with the DSL.

Parents will be contacted to discuss the issue and investigate where there are any mitigating home circumstances, unless doing so would put the pupil at further risk of harm. A decision will be made at this meeting to determine whether a referral should be made to the Channel programme.

In most cases, the DSL will refer case to the Channel programme where there is a radicalisation concern, as appropriate.

Staff members may make referrals to the Channel programme if they deem it necessary – the DSL will be notified in all cases and will support staff members who do so.

Staff members will be informed that they may be asked to attend a Channel panel to discuss the pupil who has been referred to determine whether support is required.

The LA's Channel panel will decide which support, if any, is required and arrange for this support to be implemented.

The DSL will follow up any referrals and the pupil will be monitored for a period of time to determine whether there have been any changes in behaviour. Parents will be consulted during this period, unless doing so would put the pupil at further risk of harm.

If any concerns are raised, the DSL will contact the Channel programme to discuss further steps.

The DSL will record and retain all incidents for school records in accordance with the Data Protection Act 2018 and the GDPR, as outlined in the **Data Protection Policy**.

## 9. Promoting fundamental British values

**Through the national curriculum, the school will:**

- Teach our pupils a broad and balanced international history.
- Represent the cultures of all of our pupils across the subject.
- Teach a wide range of English and non-English literature.
- Commemorate World War 1 and 2.
- Demonstrate the historical importance of the Commonwealth.

**Through our social, moral, spiritual and cultural programme, the school will:**

- Enable pupils to develop their self-knowledge, self-esteem and self-confidence.
- Enable pupils to distinguish right from wrong and to respect the civil and criminal law of England.

- Encourage pupils to accept responsibility for their behaviour, show initiative, and to understand how they can contribute positively to the lives of those living and working in the locality of the school and to society more widely.
- Enable pupils to acquire a broad general knowledge of, and respect for, public institutions and services in England.
- Further tolerance and harmony between different cultural traditions by enabling pupils to acquire an appreciation of, and respect for, their own and other cultures.
- Encourage respect for other people.
- Encourage respect for democracy and support for participation in the democratic processes, including respect for the basis on which the law is made and applied in England.

**The school will do this by:**

- Including material on the strengths, advantages and disadvantages of democracy, and how democracy and the law work in Britain as part of our curriculum.
- Ensuring that all pupils within the school have a voice that is listened to, thus demonstrating how democracy works via a school council whose members are voted for by the pupils.
- Using opportunities such as general or local elections to hold mock elections to offer pupils the chance to engage in politics from an early age.
- Offering a debate club to provide pupils with the opportunity to learn how to argue and defend points of view.
- Using teaching resources from a wide variety of sources to help pupils understand a range of faiths.
- Considering the role of extra-curricular activities, including any activity run directly by pupils, in promoting fundamental British values.

## **10. Community links**

The school will engage in annual community round-table discussions with local community and religious leaders, and local law enforcement.

The school will include discussion about extremism and terrorism in our governing body meetings.

The school will operate an open-door policy for community members to report concerns.

The school will open our doors to the community for festivals, religious and other events.

The school will select a range of charities to support across the year which represent our school community, including local community groups.

## **11. Monitoring and review**

This policy is reviewed **annually** by the **DSL** and the **headteacher**.

The next scheduled review date for this policy is **September 2024**

# **PREVENT**

**Prevent is about safeguarding people and communities from the threat of terrorism.**

**We uphold and promote the fundamental principles of British values, including :**

- . Democracy**
- . The rule of law**
- . Individual liberty and mutual respect**
- . Tolerance of those with different faiths and beliefs**

**If you have any reason to worry that a child you know is in danger of being exposed to extremist views, then please tell us in confidence. If you don't want to speak to a member of school staff then you can ring the Police on 101. Your call will be handled confidentially.**

**Designated Safeguarding Lead: Mrs F Waller**

**Deputy Safeguarding Lead: Mrs S Groves**

**Safeguarding Governor: Mr N Cloke**

## Appendix 2 – Prevent Statement

# Prevent Duty

## Prevent

### **Working positively to protect young people from radicalisation.**

You may have heard about the Prevent programme which aims to prevent young people from being radicalised by, for example, far right extremists or religious extremists.

In school we have a duty to care for the children and take note of any child who is at risk of radicalisation, regardless of their background. We also have to take steps to help prevent children being exposed to extremist ideas. Our overriding concern is that children feel safe and also express tolerance towards all cultures and religions, even when personal views may be different.

We approach this in a number of very tangible ways. For example:

- We give very high priority to building relationships with children. Staff members know the children well and are trained to note any subtle changes in behaviour or attitude. Our safeguarding procedures are under constant review.
- We work hard to build the Pimperne community and give all children a sense of belonging and responsibility. Examples include our School Council, House Captains and Peer Mediators. We promote the importance of participation in society. The School Council chooses charity to support and the children lead awareness raising activities. Class assemblies and presentations help children to feel valued and respected. We organise regular performances so that all children make their contribution.
- Our Social Moral, Spiritual and Cultural curriculum (SMSC) provides opportunities for children to explore feelings and opinions in a safe environment. We use this curriculum to help challenge attitudes such as racism or homophobia. We also talk about our democratic process. The Parliamentary Flag Project and Magna Carta project that we did in the summer provided lots of opportunities for this; our Pupil Leadership elections also demonstrate democracy in a practical way.
- Our e-safety teaching shows children how to stay safe on the internet and we regularly update this. We have worked with the Police to help parents better understand the potential dangers of unsupervised internet access.
- Throughout the curriculum and in assemblies we focus on British values and School values, especially the importance of respect, and acceptance of people from different backgrounds. We promote a pride in being British. Through the curriculum we consider the impact of war and promote peaceful values through our history and RE topics. Through all our teaching we aim to challenge prejudice and discrimination but we also take every opportunity to celebrate our diversity.
- We consider topical issues and address these in an age appropriate way.
- We work closely with families to encourage participation in school life, through attendance and numerous other whole school or class events.

- We work very closely with other agencies such as Social Care and the Police; if we felt a child was in danger of radicalisation, we would be able to act very quickly.
- Finally, we rely on parents to provide any relevant information about safeguarding. If you have any reason to worry that a child you know is in danger of being exposed to extremist views, then please tell us in confidence. If you don't want to speak to a member of school staff then you can ring the Police on 101. Your call will be handled confidentially.

If you want to know more about the Prevent strategy, then Mrs Waller will be happy to speak to you. Alternatively, there is more information in the staffroom for your reading.