



## PREVENT DUTY STATEMENT

### Our Prevent Duty

### What is the Prevent strategy?

Prevent is a government strategy designed to stop people becoming terrorists or supporting terrorist or extremist causes. The Prevent Strategy covers all types of terrorism and extremism, including the extreme right wing, violent Islamist groups and other causes.

<b>Prevent</b>	Stop people becoming terrorists or supporting terrorism. Safeguarding vulnerable people from radicalisation is no different from safeguarding from other forms of harm.
<b>Extremism</b>	Extremism 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. We also include in our definition of extremism calls for the death of members of our armed forces, whether in this country or overseas.
<b>Radicalisation<sup>1</sup></b>	A process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups.

<sup>1</sup> During the process of radicalisation it is possible to intervene to prevent vulnerable people being radicalised.

### How does the Prevent strategy apply to schools?

Prevent is about **safeguarding** people from being drawn into terrorism. The Prevent duty is about ensuring that appropriate support is available for individuals who may demonstrate vulnerabilities to radicalisation. This is an extension of the safeguarding process in the same way that school helps safeguard young people from neglect, child sexual exploitation, domestic abuse, substance misuse and other forms of harm. The **Prevent duty** (in the Counter-Terrorism and Security Act 2015) is the duty on specified authorities, in the exercise of their functions, **to have due regard to the need to prevent people from being drawn into terrorism** ( DfE, [The Prevent duty, Departmental advice from school and childcare providers, 2015](#) ).

<sup>1</sup> During the process of radicalisation it is possible to intervene to prevent vulnerable people being radicalised.

The [Prevent duty guidance](#) is set out in terms of four general themes: Risk assessment, working in partnership, staff training, and IT policies.

- School will **assess the risk** of children being drawn into terrorism, including support for extremist ideas that are part of terrorist ideology. This means school 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. School has clear procedures in place for protecting children at risk of radicalisation set out in existing safeguarding policies.
- The duty builds on existing local partnership arrangements. For example, governing bodies and proprietors of all schools should **ensure that their safeguarding arrangements take into account the policies and procedures of the Local Safeguarding Children Board**. Effective engagement with parents / the family should also be considered 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 the right support mechanisms. Schools should also discuss any concerns in relation to possible radicalisation with a child's parents in line with the individual school's safeguarding policies and procedures unless they have specific reason to believe that to do so would put the child at risk.
- The Prevent guidance refers to the importance of Prevent **awareness training** to equip staff to identify children at risk of being drawn into terrorism and to challenge extremist ideas. Individual schools are best placed to assess the training needs of staff in the light of their assessment of the risk to pupils at the school of being drawn into terrorism. As a minimum, however, schools should ensure that the designated safeguarding lead undertakes Prevent awareness training and is able to provide advice and support to staff on protecting children from the risk of radicalisation.
- Schools should ensure that children are safe from terrorist and extremist material when accessing the **internet** in schools.

Prevent works at the safeguarding stage by using **early intervention** to encourage individuals and communities to challenge extremist and terrorist ideology and behaviour. Children need to be protected from messages of all violent extremism including, but not restricted to, those linked to Islamist ideology, or to Far Right/Neo Nazi/White Supremacist ideology and extremist Animal Rights movements

## What are the risks?

There is no single way of identifying an individual who is likely to be susceptible to an extremist ideology. It can happen in many different ways and settings. Specific background factors may contribute to vulnerability which are often combined with specific influences such as:

- Family members or friends and/or direct contact with extremist groups and organisation
- The internet and the use of social media in particular has become a major factor in the radicalisation of young people such as sharing of extremist ideologies and views: it may take form of a 'grooming' process where the vulnerabilities of a young person are exploited to form exclusive friendship, drawing them away from other influences that might challenge radical ideology
- Exposure to extremist groups increases risks of young people being drawn into criminal activity, and potential to cause significant harm.

There is no such thing as a "typical extremist": those who become involved in extremist actions come from a range of backgrounds and experiences, and most individuals, even those who hold radical views, do not become involved in violent extremist activity.

Pupils may become susceptible to radicalisation through a range of social, personal and environmental factors - it is known that violent extremists exploit vulnerabilities in individuals to drive a wedge between them and their families and communities.

As with 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. It is vital that staff working with children and young people are able to recognise those vulnerabilities. Some of the factors and behaviours associated with vulnerability to radicalisation are listed in the table below. Please note that the risk of radicalisation can develop over time and may relate to a number of factors. Identifying the risks requires practitioners to exercise their professional judgement and to seek further advice as necessary. The risk may be combined with other vulnerabilities or may be the only risk identified.

<b>Factors that may contribute to vulnerability</b>
• Rejected by peer, faith or social group/family or distanced from their cultural /religious heritage and experiences; a sense of isolation;
• Pressure from persons linked to extremism
• Victim or witness to race or religious hate crime
• Conflict with family over religious beliefs/lifestyle/politics
• Identity confusion; discomfort about their place in society; personal crisis; experiencing family tensions;
• Recent religious conversion; or they may be searching for answers to questions about identity, faith and belonging.
• Under-achievement; or low self-esteem;
• Experiencing high level of social isolation resulting in issues of identity/personal crisis.
• Experience of poverty, disadvantage or social exclusion
• Extremist influences or being in contact with extremist recruiters;
• Dissociated from their existing friendship group and become involved with a new and different group of friends;
• Unmet aspirations e.g. the pupil may have perceptions of injustice; a feeling of failure; rejection of civic life;
• Experiences of criminality e.g. involvement with criminal groups; imprisonment; and poor resettlement/reintegration on release
• Special Educational Needs where pupils may experience difficulties with: social interaction; empathy with others; understanding the consequences of their actions and awareness of the motivations of others
• A series of traumatic events global, national or personal e.g. migration; local community tensions; events affecting the pupil's country or region of origin may contribute to a sense of grievance that is triggered by personal experience of racism or discrimination or aspects of Government policy
• May possess literature related to extreme views or be accessing violent extremist websites, especially those with a social networking element
<b>Examples of behaviours attached to vulnerability</b>
• Uncharacteristic or significant change of appearance; and / or behaviour due to new influences
• Angry
• New circle of friends
• Change in language
• Depressed
• Absence
• Asking inappropriate questions
• Scripted speech
• New found arrogance
• Tattoos
• Withdrawn
• Short tempered
• Fixated on a subject
• Closed to new ideas or conversation
• Change of routine
• Joining or seeking to join extremist organisations
• Saying inappropriate things/ a call to violent action; justifying the use of violence to solve societal issues; or using extremist narratives and a global ideology to explain personal disadvantage

## What does this mean in practice?

Many of the things we already do in school to help children become positive, happy members of society also contribute to the Prevent strategy.

These include:

- Exploring other cultures and religions and promoting diversity
- Challenging prejudices and racist comments
- Developing critical thinking skills and a strong, positive self-identity
- Promoting the spiritual, moral, social and cultural development of pupils, as well as British values such as democracy

We will also protect children from the risk of radicalisation, for example by using filters on the internet to make sure they can't access extremist and terrorist material, or by vetting visitors who come into school to work with pupils.

However, there is absolutely no checklist, signs or indicators; it could be:-

- Something that was said, seen or done
- Something that was accessed on the internet, or that was brought into school
- Attitudes or opinions that concern you
- Attitudes or opinions that have changed or seem more extreme
- Behaviour that seems out of character
- Changes in friendship groups, or dress code
- Attendance issues or strange requests for absence
- Becoming evasive, secretive, isolated.....

**A GUT FEELING THAT SOMETHING IS JUST NOT RIGHT!**

## PREVENT and CHANNEL

[Channel](#) is a programme which focuses on providing support at an early stage to people who are identified as being vulnerable to being drawn into terrorism. It provides a mechanism for schools to make Prevent referrals (**see Appendix 1**) if they are concerned that an individual might be vulnerable to radicalisation. An individual's engagement with the programme is entirely voluntary at all stages. In addition to information sharing, if a staff member makes a Prevent referral, it will be considered to see if it meets the criteria for a Channel panel, and staff may be asked to attend the panel (chaired by the local authority) to discuss the individual referred to determine whether support is required.

An e-learning channel awareness programme for staff is available at: [Channel General Awareness](#). Schools and colleges that are required to have regard to '[Keeping children safe in education](#)' are listed in the Counter Terrorism and Security Act 2015 as partners required to co-operate with local Channel panels.

Implementing the Prevent Strategy by following the six steps below ensures the school's approach is successful and sustainable.

1. Organise a Prevent working group and/or identify a Prevent Lead
2. Plan and prepare your policy and practice
3. Promoting British values
4. Promoting Online Safety
5. Communication
6. Review, monitor and evaluate

### **1: Identifying a Prevent Lead**

At Broadway Junior School, there is a clear and shared vision.

The Prevent lead at Broadway Junior School is Mr David Walton-Jonas,  
Headteacher, and DSL.

Senior Leaders, who are also Deputy Designated safeguarding leads, Governors and all school staff support the work that links to the PREVENT agenda.

A Broadway Junior School, the PSHE and SMSC curriculum helps to reinforce key message for our children and promotes British Values. The school council take an active part in many aspects of our work around British values.

All staff received initial PREVENT training and have had regular update/refresher training to ensure current messages and themes both locally and nationally are conveyed.

Safeguarding leads attend termly DSL briefings where key PREVENT messages and updates are given.

### **2: Policy and practice**

Broadway Junior School has a clear PREVENT Strategy document in place. Our PSHE and SMSC curriculum has a focus on British Values. We promote the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs.

### **3: Promoting British values**

In November 2014, the Department of Education produced non-statutory guidance on how schools should promote British values as part of spiritual, social and cultural (SMSC) development.

**"Schools should promote the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs"**

We aim to

- support the social development of our children by equipping them with the skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain.
- Prepare our children positively for life in modern Britain
- Promote the fundamental British values of democracy, the rule of law, individual liberty and mutual respect for and tolerance of those with different faiths and beliefs and those without faith.

## Broadway Junior School Curriculum:

Our curriculum provides many opportunities for promoting British values through subjects such as PHSE, RE, English, Geography, Mathematics, ICT, Modern Foreign Languages and other subjects.

Beyond our curriculum we promote these values in:

- assemblies and collective worship to show how British values are relevant to all our children.
- discussions around themes to promote critical thinking opportunities for dialogue and for our older children to discuss current affairs and topical issues; and to provide a safe space for pupils to exchange ideas, address sensitive issues and reinforce values contained within the British value concept.
- Holding International days to celebrate and promote awareness of different cultures
- Fundraising initiatives to raise awareness for global humanitarian issues
- Using teaching resources from a wide variety of sources to help pupils understand a range of faiths.
- Include in suitable parts of the curriculum, age appropriate material on the strengths, advantages and disadvantages of democracy, and how democracy and the law works in Britain, in contrast to other forms of government in other countries
- Ensuring that all pupils within the school have a voice that is listened to, and demonstrate how democracy works by actively promoting democratic processes such as a school council whose members are voted for by the pupils
- Use opportunities such as general or local elections to hold mock elections to promote fundamental British values and provide pupils with the opportunity to learn how to argue and defend points of view
- Holding regular assemblies to address extremism, online safety, radicalisation and how British values are relevant to all pupils
- Empowering pupils to develop a strong sense of identity and become positive role models through social action, volunteering, delivering assemblies, community and fundraising projects for charities
- Talking to parents and carers about the risks of possible radicalisation
- Arranging visits from authorities such as the police and youth justice organisations where they can reinforce the importance of the rule of law

#### 4: Promoting Online Safety

Online safety is a whole school issue.

Online safety can be effectively addressed through collective critical thinking and a social, cultural and educational approach. The following useful online safety resources can help empower our school community with the knowledge and skills to stay safe and build resilience online.

#### Resources to support Prevent and Online safety:

- **Trust Me:** Childnet has created a resource designed to support teachers in exploring critical thinking online. The 'Trust Me' resource <http://www.childnet.com/resources/trust-me> has been created with teachers in mind after hearing from schools that they wanted a resource which would start the conversations around extremism and extreme online content. It has a primary pack and a secondary pack with lesson plans and activities to empower teachers and young people to discuss themes around Content, Contact and Propaganda. It is ideal for PSHE citizenship and digital literacy with application across the curriculum [www.childnet.com/resources/trust-me](http://www.childnet.com/resources/trust-me)
- **CEOP Thinkuknow:** The CEOP [Thinkuknow](http://www.thinkuknow.co.uk) website has lots of resources for all ages, including cyber-bullying, relationships, sex and the internet [www.thinkuknow.co.uk](http://www.thinkuknow.co.uk)
- The **UK Safer Internet Centre** has tips, advice, guides and resources for parents, carers, teachers and other professionals on how to help keep children and young people safe online <https://www.saferinternet.org.uk/advice-centre>
- **360 degree safe:** This is an online safety self-review tool for schools <https://360safe.org.uk/> which is a free tool available to assess your school's wider online safety provision and used by over 7,000 UK schools.
- **Extreme Measures** is an article that explores the dangers to children's wellbeing posed by political extremists on social media and outlines the steps schools can take to protect students from indoctrination online [http://www.leadermagazine.co.uk/articles/extreme\\_measures/](http://www.leadermagazine.co.uk/articles/extreme_measures/)
- **Educate against Hate** – is a DfE funded resource website for educators to help address issues around Hate Crime and improve perceptions of pupils about other beliefs, cultures and viewpoints.
- **FullFact.org** – is a fact checking website where "claims" shared in the media and social media, or via online/personal gossip/comments can be checked.
- **ActEarly.UK** – a website for parents/carers/educators to help identify and suggest strategies to counter radicalisation etc.
- There are also resources on the Home Office Approved Resources in the Prevent Training Catalogue <https://www.gov.uk/government/publications/prevent-duty-catalogue-of-training-courses> . Many of the training resources are free, such as e-learning courses. This catalogue has been produced by the Home Office to highlight some of the training courses to help individuals covered by the requirements of the Prevent Duty. The courses within this catalogue aim to support frontline staff in increasing their understanding and awareness of radicalisation and how it can be prevented.



## 5: Communication

In our school we ensure there is clear communication and consistent messages to ensure an awareness of our PREVENT strategy/ approach.

- New staff to school complete the Home Office's Prevent e-learning.  
<https://www.elearning.prevent.homeoffice.gov.uk/> This offers an introduction to the Prevent duty, and explains how it aims to safeguard vulnerable people from being radicalised to supporting terrorism or becoming terrorists themselves. It addresses all forms of terrorism and non-violent extremism. This package has been designed for those in the education sector with case studies that focus on pupils; school and college environments; and means for sharing concerns within an educational setting. To access the training, the weblink above needs to be copy and pasted into Google Chrome browser in order for the vimeo videos to play.
- We also raise awareness of British values and ask staff to identify opportunities where they can promote these across the curriculum.
- We reinforce key messages and update staff on developments: Updates are shared at staff briefings, CPD sessions and electronically via email or staff message boards.
- We ensure staff are all aware of the referral route and key contacts by displaying the Sunderland Process Map for Reporting a Prevent Concern for a Vulnerable Child or Adult (see **Appendix 1**) along with a copy in our staff induction pack.
- We update our governors regularly and Governors have attended initial training alongside staff members and given access to the on-line learning package. As with all our work in school we invite governors to be our critical friend and scrutinise policy and practice, to ensure the school has embedded, and is putting into practice the Prevent duty.

## **6: Review, monitor and evaluate**

It is important to review, monitor and evaluate to assess our strategy/ approach. The Prevent lead will share developments and consider ways to gather feedback from the wider school community. This could include:

- **Regular Reviews:** The Prevent lead will engage with staff to discuss developments and find out from staff what they feel is working and what could be improved in terms of Prevent and promoting British Values. The school council leader will ask the school council for their thoughts and ideas. The governing body will also be asked for their views.
- **Monitoring: The Prevent Lead will** ensure that as a school we continue to refer to our 6 step-by-step guide to implementing Prevent, and if required refer back to the Prevent working group / Prevent lead checklist on page 13.

## **Prevent Working Group/Nominated Prevent Lead Checklist:**

### **Step 1: Organise a Prevent Working group/identify a Prevent Lead**

- ☐ Who will lead on Prevent in school?
- ☐ Who will be part of the Prevent working group?
- ☐ How often will they update staff on Prevent developments?

### **Step 2: Plan and prepare your policy and practice: (Appendix 4 includes a Prevent School Self-Assessment Checklist)**

- ☐ Have you carried out a survey/risk assessment to identify your aims?
- ☐ Have you updated your policies and are they reflected in your practice?
- ☐ Have you considered training needs for ALL staff?
- ☐ Are staff, pupils and parents clear about how/where to report Prevent concerns and use the "Sunderland Prevent Referral Map for Reporting a Prevent Concern for a Vulnerable Person" (**Appendix 1**) and is this referral process widely promoted and understood?

### **Step 3: Promote British values**

- ☐ Have you mapped opportunities across and beyond the curriculum?
- ☐ How will you address any gaps identified?
- ☐ Are staff/ pupils/parents/ governors familiar with these values and how are they demonstrated?

### **Step 4: Promote online safety**

- ☐ Have you updated your acceptable user policy to reflect changes in technology and legislation?
- ☐ How will you raise awareness of online risk and promote safe practice across and beyond the curriculum?
- ☐ Are all staff, pupils and parents clear about how/where to report concerns and use the referral process?

### **Step 5: Communicate**

- ☐ Have you planned a staff INSET, including Prevent as part of new staff induction; and as an on-going item in staff briefing?
- ☐ Have you considered which topics will be covered in pupil assemblies and across the curriculum?
- ☐ Have you arranged a parent safeguarding session to raise awareness of safeguarding issues – including Prevent?

### **Step 6: Review, monitor and evaluate**

- ☐ Is your Prevent group/lead sharing developments regularly?
- ☐ Have you carried out a survey to assess the impact of your strategy / approach?
- ☐ Are you referring to your risk assessment model to keep you on track?

## Useful Contact Numbers

### Sunderland Local Contacts for PREVENT

Local Authority: **Lisa Punn and Cheryl Thomas (Deputy)** 0191 520 5560

- **Anti- Terrorist Hotline** Tel: 0800 789 321
- **Department of Education Counter Extremism helpline** Tel: 020 7340 7264 to enable staff and governors to raise concerns relating to extremism directly. Concerns can also be raised by email to [counter.extremism@education.gsi.gov.uk](mailto:counter.extremism@education.gsi.gov.uk)
- **Northumbria Police's Prevent Team** Tel: 101 extension 63854 or email [specialbranch@northumbria.pnn.police.uk](mailto:specialbranch@northumbria.pnn.police.uk)
- **Integrated Contact and Referral Team** (Together for Children) Tel: 0191 561 7007 (or out of hours 0191 520 5552) – ensure referral is marked clearly "Prevent Referral"
- **Adult Safeguarding** (Council customer service network) Tel: 0191 5205552

If the child/ young person is at **immediate risk of harm**, the matter should be reported to the police straight away on 999 or by calling the **Anti-Terrorist hotline** on the number above

## Further Links to Prevent Resources

- The **Prevent Strategy**: <https://www.gov.uk/government/publications/prevent-strategy-2011>
- The **Prevent duty guidance** (statutory) <https://www.gov.uk/government/publications/prevent-duty-guidance> (revised July 2015)
- **The Prevent duty: Departmental advice for schools and childcare providers** (June 2015) <https://www.gov.uk/government/publications/protecting-children-from-radicalisation-the-prevent-duty>
- Home Office **Prevent e-learning** <https://www.elearning.prevent.homeoffice.gov.uk/>
- The **Channel Duty Guidance** (statutory): [https://assets.publishing.service.gov.uk/media/651e71d9e4e658001459d997/14.320\\_HO\\_Channel\\_Duty\\_Guidance\\_v3\\_Final\\_Web.pdf](https://assets.publishing.service.gov.uk/media/651e71d9e4e658001459d997/14.320_HO_Channel_Duty_Guidance_v3_Final_Web.pdf)
- Home Office Approved Resources: **Prevent Training Catalogue** <https://www.gov.uk/government/publications/prevent-duty-catalogue-of-training-courses>
- Keeping Children Safe in Education: Statutory guidance for schools and colleges (September 2023) <https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>
- Together for Children **Sunderland's Child protection/child in need/child care concern Referral Form** [https://www.togetherforchildren.org.uk/media/28028/Together-for-Children-Referral-Form/doc/Referral\\_Form\\_-\\_Together\\_for\\_Children.docx?m=638012515652800000](https://www.togetherforchildren.org.uk/media/28028/Together-for-Children-Referral-Form/doc/Referral_Form_-_Together_for_Children.docx?m=638012515652800000)

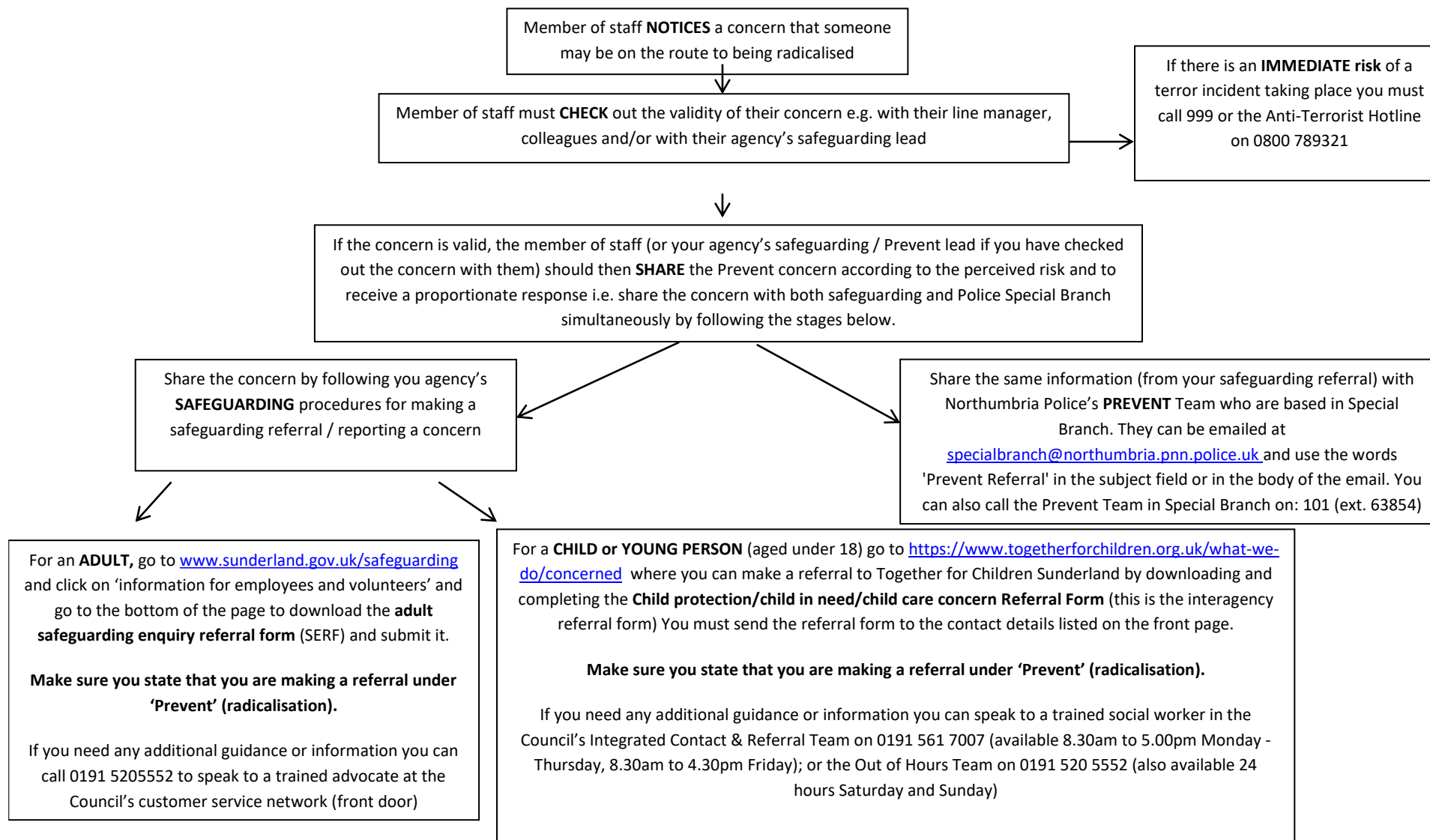
(this is the interagency referral form and should be emailed to:

[Safeguarding.Children@togetherforchildren.org.uk](mailto:Safeguarding.Children@togetherforchildren.org.uk)

(secure email only). Make sure you state that you are making a referral under 'Prevent' (radicalisation).

- For an **adult safeguarding referral for Prevent** go to [www.sunderland.gov.uk/safeguarding](http://www.sunderland.gov.uk/safeguarding) and click on 'information for employees and volunteers' and go to the bottom of the page to download the safeguarding adult concern (SAC) form and submit it. Make sure you state that you are making a referral under 'Prevent' (radicalisation).
- **NSPCC Protecting children from radicalisation**: advice for adults worried about a child <https://www.nspcc.org.uk/what-you-can-do/report-abuse/dedicated-helplines/protecting-children-from-radicalisation/>
- **The PSHE Association** has guidance on the management of sensitive issues. Visit <https://www.pshe-association.org.uk/> and type 'radicalisation' into the search box for a range of resources, lesson plans etc.
- **Guidance on promoting British values in schools**- strengthened guidance on improving the spiritual, moral, social and cultural development of pupils <https://www.gov.uk/government/publications/promoting-fundamental-british-values-through-smssc>
- The Department of Education '**Educate against hate**' website offers parents, teachers and school leaders practical advice to protect children from dangers of extremism, drawing on resources and guidance designed by the government and charities such as the NSPCC and Childnet. [www.educateagainsthate.com](http://www.educateagainsthate.com)
- **Show Racism the Red Card** educates and encourages young people and adults in school to challenge and prevent racism. Contact- Show Racism the Red Card Head Office on 0191 257 8591 or email [info@theredcard.org](mailto:info@theredcard.org) and website [www.srtc.org](http://www.srtc.org)
- The **UK Safer Internet Centre** has tips, advice, guides and resources for parents, carers, teachers and other professionals. <https://www.saferinternet.org.uk/advice-centre> to help keep children and young people safe online

## Appendix 1: Sunderland's Process for Reporting a Prevent Concern for a Vulnerable Child or Adult



## Assessing risk to children and young people under the Prevent agenda

Children and young people may express support for extremist and/or terrorist organisations but, as with adults, they may express strong opinions without understanding those opinions and may also express entirely contradictory views at different times. The expression of strong or even offensive views on a range of issues can be part of growing up – testing the boundaries of what it OK to say / testing out ideas / provoking a reaction / seeking to create a distinctive identity and rebelling against adults. For these reasons, it is important that professionals and volunteers consider a range of factors when assessing the risk in relation to a child/young person who expresses or is reported to have expressed extremist views.

<b>Concerns regarding a child/young person may arise as a result of the following:</b>			
<ul style="list-style-type: none"> <li>• They express strongly held and intolerant views towards people who do not share his/her religious or political views</li> <li>• They express verbal support for extremist views, some of which may be in contradiction to British law (e.g. they may from time to time support racist, sexist, homophobic or other prejudiced views and link these with a religion or ideology)</li> <li>• They express intolerant views towards peers which lead to their being socially isolated</li> </ul>			
<b>Concerns for a child/young person may INCREASE where:</b>	<b>Yes</b>	<b>Concerns may LESSEN where:</b>	<b>Yes</b>
1. They have an association through family, friends and/or fellow pupils with members of extremist organisations		1. They are open to other views	
2. Friends or family have travelled to conflict zones and (i) they went to support, or otherwise be involved in, extremist activity; or (ii) there's no information as to why they went; or (iii) although reasons given for travelling don't involve support of extremist activity, they lack credibility.		2. Their family holds sexist, homophobic or otherwise prejudiced views derived from an interpretation of their religion but they are not hate filled	
3. They appear to have an in-depth knowledge of extremist ideology from known extremist texts/websites; or there is evidence of them sharing extremism websites		3. They have a range of friends who do not appear to share their views.	
4. They have age-inappropriate knowledge		4. Their behaviour has not changed	
5. They have seen violent videos / possess literature related to extreme views		5. They lose interest quickly	
6. They refuse to engage, or respond negatively, when their views are questioned/challenged		6. They appear to have superficial knowledge of the issues	
7. They talk with fixed, scripted ideas that are un-swayed and won't accept alternative views		7. Their family challenge their views and/or behaviour	
8. They use phrases or sound-bites from extremist websites/groups which appear to have been learned and are not necessarily understood			
9. Their behaviour has changed in accordance with the extremist views they support, for example, their dress has changed and/or they object to associating with people who don't share their views; or there is evidence of homophobic; religion based or racist bullying			
10. They try to enforce their views on others – e.g. advocating separate spaces on the basis of gender or prioritising space on the basis of ethnicity			
11. Their friendship group shares their views			
12. Their family seem unconcerned and/or supportive of their child's views and behaviour			

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### RATIONALE

Broadway Junior School is fully committed to safeguarding and promoting the welfare of all its pupils. As a school we recognise that safeguarding against radicalisation is no different from safeguarding against any other vulnerability. At Broadway Junior School, all staff are expected to uphold and promote the fundamental principles of British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs.

In formulating this policy, the Governors have taken account of the guidance from the Department for Education (DfE) who has called for all public bodies to make explicit their preventative measures to minimise the threat of extremism in their setting.

### DEFINITIONS AND INDICATORS

Radicalisation is defined as the act or process of making a person more radical or favouring of extreme or fundamental changes in political, economic or social conditions, institutions or habits of the mind.

Extremism is defined as the holding of extreme political or religious views. The Governing Body of Broadway Junior School has a **zero tolerance** approach to extremist behaviour for all community members. We rely on our strong values to steer our work and ensure the pastoral care of our pupils protects them from exposure to negative influences.

There is no definitive checklist, signs or indicators for radicalisation or extremism; it could just be one or all of the following:-

- Something that was said, seen or done
- Something that was accessed on the internet, or that was brought into school
- Attitudes or opinions that concern you
- Attitudes or opinions that have changed or seem more extreme
- Behaviour that seems out of character
- Changes in friendship groups, or dress code
- Attendance issues or strange requests for absence
- Becoming evasive, secretive, isolated.....

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## AIMS AND PRINCIPLES

The main aims of this policy statement are to ensure that staff are fully engaged in being vigilant about radicalisation; that they overcome professional disbelief that such issues will not happen here and ensure that we work alongside other professional bodies and agencies to ensure that our pupils are safe from harm.

### The principle objectives are that:

- Pupils are encouraged to follow our Behaviour and Anti-Bullying Policies. These are complemented by the key “British Values” of tolerance, respect, understanding, compassion and harmonious living.
- Pupils are helped to understand the importance of democracy and freedom of speech, through the SMCS (Spiritual, Moral, Cultural and Social aspects of learning) assemblies and through the elected School Council members
- Pupils are taught how to keep themselves safe, in school and when using the internet.
- Pupils participate in local community events so that they appreciate and value their neighbours and friends who may not share their faith background.
- Pupil’s wellbeing, confidence and resilience is promoted through our planned curriculum and out of hours learning opportunities.
- Pupils are supported in making good choices from a very young age, so they understand the impact and consequences of their actions on others
- Governors, teachers, teaching assistants and non-teaching staff demonstrate an understanding of what radicalisation and extremism are and why we need to be vigilant in school and what process to follow should they have concerns.

The Office for Security & 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:

- **Pursue** - To stop terrorist attacks
- **Prevent** - To stop people becoming terrorists or supporting terrorism
- **Protect** - To strengthen our protection against a terrorist attack
- **Prepare** - To mitigate the impact of a terrorist attack

Our role, as a school, is outlined more specifically in the DCSF document ‘Learning Together to be Safe: A toolkit to help schools contribute to the prevention of violent extremism.’

Primarily our work will be concerned with PREVENTION and is outlined more specifically in the DCSF document ‘Learning Together to be Safe: A toolkit to help schools contribute to the prevention of violent extremism.’

## **PROCEDURES FOR REFERRALS**

Although serious incidents involving radicalisation have not occurred at Broadway Junior School to date, it is important for us to be constantly vigilant and remain fully informed about the issues which affect the region in which we teach. Staff are reminded to suspend any professional disbelief that instances of radicalisation 'could not happen here' and to refer any concerns through the appropriate channels (currently via the DSL/PREVENT Lead). This policy is strictly adhered to should issues arise.

## **THE ROLE OF THE CURRICULUM**

Our curriculum promotes respect, tolerance and diversity. Children are encouraged to express themselves through discussions, debates and consultations. The R.E PSHE (Personal, Social and Health Education), Citizenship and SMSC (Spiritual, Moral, Social and Cultural) provision is embedded across the curriculum, and underpins the ethos of the school. Children learn about other faiths and visit places of worship and are taught about how to stay safe when using the Internet.

## **STAFF TRAINING**

Through INSET opportunities in school, we will ensure that our staff are fully aware of the threats, risks and vulnerabilities that are linked to radicalisation; are aware of the process of radicalisation and how this might be identified early on.

## **POLICY REVIEW**

This Prevent Duty Statement and Prevent Duty Strategy will be reviewed on an annual basis.

## Equality & Diversity Statement

Broadway Junior School fully recognises its duty to comply with equality and diversity legislation, and its Gender Equality Scheme sets out the school's aims in relation to equality and what it will do to ensure that equality is fully embedded in practice. The school fully acknowledges its responsibilities in terms of equality issues in relation to gender, age, race, disability, religion or belief, sexual orientation and gender reassignment, including in relation to this policy.

Broadway Junior School is firmly committed to equality and diversity, and when carrying out our functions, we shall have due regard to the need: to eliminate unlawful discrimination and harassment; to promote equality of opportunity between men and women.

### **This policy should be read in conjunction with the school's:**

- Safeguarding – Child Protection Policy
- Anti-bullying Policy
- Equality, Diversity and Community Cohesion Policy
- Acceptable and Responsible Internet Use Policy – including Cyber Bullying
- E-Safety Strategy