



HYLAND HOUSE SCHOOL

**THE PREVENT DUTY
POLICY**

Ratified by governors Sep 2023

Review date: Sep 2024

Children at risk from extremism and radicalisation

The Ofsted inspection framework sets out expectations on preventing extremism. It directs inspectors to examine a school's response to extremist behaviour when considering the behaviour and safety of pupils, as well as the effectiveness of the leadership and management of the school in preventing extremism. The Government has said that it intends to strengthen these provisions in the near future. Since 2012, it has been required by law that teachers should not "undermine **fundamental British values**, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs." In our school, there are five key values help us to deter violent extremism. We aim:

1. To understand how an extremist narrative, which can lead to harm, can be challenged by staff in schools; and to model to pupils how diverse views can be heard, analysed and challenged in a way which values freedom of speech and freedom from harm;
2. To understand how to prevent harm to pupils by individuals, groups or others who promote violent extremism; and to understand how to manage risks within the school;
3. To understanding how to support individuals who are vulnerable, through strategies to support, challenge and protect;
4. To increase the resilience of pupils and of the school community by helping pupils to acquire skills and knowledge to challenge extremist views, and by promoting an ethos and values that promote respect for others;
5. To use teaching styles and curriculum opportunities which allow grievances to be aired, explored and which demonstrate the roles of conflict resolution and active citizenship.

Exposing children to extremist ideology can hinder their social development and educational attainment alongside posing a very real risk that they could support or partake in an act of violence. Radicalisation of young people can be compared to grooming for sexual exploitation.

"Safeguarding vulnerable people from radicalisation is no different from safeguarding them from other forms of harm." Home Office – The Prevent Strategy

The overall role of schools in safeguarding children is set out in the Government's statutory guidance '**Keeping Children Safe in Education**' updated in September 2021.

Why might a young person be drawn towards extremist ideology?

A decision by a young person to become involved in violent extremism:

- May begin with a search for answers to questions about identity, faith and belonging;
- May be driven by the desire for 'adventure' and excitement;
- May be driven by a desire to enhance the self-esteem of the individual and promote their 'street cred';
- Is likely to involve identification with a charismatic individual and attraction to a group which can offer identity, social network and support;
- Is likely to be fuelled by a sense of grievance that can be triggered by personal experiences of racism or discrimination.

Recognising Extremism – early indicators may include:

- Showing sympathy for extremist causes
- Glorifying violence
- Evidence of possessing illegal or extremist literature advocating messages similar to illegal organisations such as "Muslims Against Crusades" or other non-proscribed extremist groups such as the English Defence League.
- Out of character changes in dress, behaviour and peer relationships (but there are also very powerful narratives, programmes and networks that young people can come across online;

therefore, young people's involvement with particular groups may not be apparent through their social presentation.)

What should I do if I have a concern?

If you have a concern, you should follow the school's usual safeguarding procedures. Discuss these with the DSL, and they will decide whether to involve other agencies such as the LA, police, social services, or Channel, the government's programme for identifying and supporting those at risk of being drawn into terrorism.

Reporting

To report concerns about a child being involved in, drawn into, or susceptible to violent extremism, have developed the following referral route:

1. Talk to the family and other professionals working with the young person about the concerns and get their views. (If the family is implicated in potential extremism contact the Social Inclusion Panel first).
2. Seek consent to complete a CAF assessment and get a holistic perspective on the situation. Determine if there are additional needs and if so how these could be met.
3. Contact other relevant agencies and engage them in a Team Around the Child (TAC) approach to supporting the young person and their family with a programme of support.
4. If the concerns persists and the TAC approach does not seem to be having a positive impact, or if it appears the young person is already exposed to or involved with extremist organisations, refer the case to the Social Inclusion Panel (SIP) using the CAF form. If in doubt: REFER to SIP.

SIP is the panel which performs the function of "Channel" for those under 18 (Channel is the multi-agency discussion and planning network for cases requiring Prevent interventions).

If at any stage you are concerned that a child or young person is at imminent risk of harm, staff / DCPD should contact the Child Protection Duty Officer. If you suspect someone is actually engaged in terrorist activity, you should also contact the police or the anti-terrorist hotline immediately on 0800 789 321.

Interventions with Individuals

The school may implement a number of strategies to support individuals, such as:

- Increased adult support, supervision and encouragement
- Positive buddying programmes
- Positive activities in and out of school
- Behaviour support / anger management programmes
- Attendance support
- 1 to 1 or group counselling
- Parenting programmes with a Preventing Violent Extremism element
- Links with relevant voluntary or religious organisations
- Advice on cyber safety (for pupils and parents)
- And referrals (usually through SIP) for:
 - Family Therapy / CAMHS programmes
 - Targeted Youth Support
 - YISP crime prevention programmes
 - Police Prevent team support
 - Specialised theological / educational programmes
 - Intensive Family Support Programmes

Prevention

The school seeks to prevent extremism through its curriculum and other activities: These include:

- Work on community cohesion, tolerance and anti-violence addressed throughout curriculum.
- Open discussion and debate of issues and the law in a supportive environment.
- Critical appraisal of sources / internet resilience / identifying propaganda – relevant for all subjects but especially when using the internet for research
- Citizenship programmes – British Values
- Anti-bullying work including homophobia and violence against women.
- Rewarding positive behaviour
- Pastoral and induction support
- Work on safety, risk and crime prevention
- Opportunities for channelling positive engagement e.g. charity work / fund-raising
- Positive in and out of school hours programmes
- Access to youth clubs and holiday programmes
- Parenting programmes to ensure consistent messages between home and school.