The Hampshire School, Chelsea

Prevent Policy

November 2017

Review Date: August 2018

NB. A signed copy of the policy is available at the school

Introduction

Management and staff at The Hampshire School, Chelsea understand that as a school we are subject to a duty under section 26 of the Counter-Terrorism and Security Act 2015 to have due regard to the need to prevent people from being drawn into terrorism. Protecting children and young people from being drawn into terrorism is part of safeguarding and as such this policy should be read in conjunction with the following policies: Safeguarding; E-Safety; Whistleblowing; Anti-Bullying; Equality and Diversity. This policy states how we will protect children and young people from the risk of radicalisation and being drawn into terrorism.

Definitions

Terrorism – refers to the calculated use of violence (or the threat of violence) against civilians in order to attain goals that are political or religious or ideological in nature; this is done through intimidation or coercion or instilling fear.

Radicalisation – refers to the process by which a person comes to support terrorism and forms of extremism leading to terrorism.

Extremism – refers to the vocal or active opposition to fundamental British values which include democracy; the rule of law; individual liberty; mutual respect and tolerance of different faiths and beliefs.

What will we do to meet our Prevent Duty?

We will promote fundamental British values

We will 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 across the curriculum in order to develop the following amongst pupils:
- an understanding of how citizens can influence decision-making through the democratic process;
- an appreciation that living under the rule of law protects individual citizens and is essential for their wellbeing and safety;

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- an understanding that there is a separation of power between the executive and the judiciary, and that while some public bodies such as the police and the army can be held to account through Parliament, others such as the courts maintain independence;
- an understanding that the freedom to choose and hold other faiths and beliefs is protected in law;
- an acceptance that other people having different faiths or beliefs to oneself (or having none) should be accepted and tolerated, and should not be the cause of prejudicial or discriminatory behaviour; and
- an understanding of the importance of identifying and combatting discrimination

Spiritual, moral, social and cultural (SMSC) skills will be developed across the curriculum with an aim to:
- enable students to develop their self-knowledge, self-esteem and self-confidence;
- enable students to distinguish right from wrong and to respect the civil and criminal law of England;
- encourage students 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 students 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 students to acquire an appreciation of and respect for their own and other cultures;
- encourage respect for other people; and
- 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.

We will ensure that children and young people are able to challenge extremist ideas

Management and staff will create an atmosphere where children and young people feel safe and able to discuss sensitive and controversial issues about politics, religion, ideology, including terrorism and extremism while ensuring that they gain knowledge and critical thinking skills to **challenge** and discuss in an informed way.

We will take preventative action

Because the internet has become a prominent platform for those wishing to draw children into terrorism we have drawn up an E-Safety policy to ensure that pupils are aware of the risks they can encounter online and are equipped with knowledge of how to stay safe. We will:

- Use appropriate filtering and monitoring systems

- Ensure that tutors supervise all access to the internet within school premises or other premises where learning is taking place

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- Ensure that tutors deliver learning activities that motivate pupils to engage thus reducing the likelihood for pupils to browse the internet out of boredom

- Regularly review e-safety control measures through risk assessment

- Teach pupils how to be safe online

- Explain the risks of giving out personal details online

- Encourage learners to report electronic content which is inappropriate or makes them feel intimidated or threatened

We will train our Staff

All staff members will complete the RBKC Prevent training during their induction.

The aim of this training is to:

- Establish an effective multi-agency referral and intervention process to identify vulnerable individuals;

- Safeguard individuals who might be vulnerable to being radicalised, so that they are not at risk of being drawn into terrorist-related activity; and

- Provide early intervention to protect and divert people away from the risks they face and reduce vulnerability.

All staff will also receive Prevent training as soon as possible after they accept employment.

We will work in Partnership

We will work closely with Jake Butterworth, the Local Authority Prevent Lead, **(MASH) Tel: 0208 753 5843**

We will assess risks and identify those who may be vulnerable to radicalisation

We understand that in order to fulfil our Prevent Duty it is essential for staff to be able to identify children or young people who may be vulnerable to radicalisation. There is no single way of identifying who is likely to be vulnerable to being drawn into terrorism. Factors that may have a bearing on someone becoming vulnerable may include: peer pressure, influence from other people or via the internet, bullying, crime against them or their involvement in crime, anti-social behaviour, family tensions, race/hate crime, lack of self-esteem or identity and personal or political grievances.

We will conduct a risk assessment to establish the level of risk faced by our pupils of being drawn into terrorism. The SPOC (see below) will consult the local Prevent team to establish local risks before compiling the risk assessment. The results of the assessment will be used to compile an action plan that will be used to direct the school's efforts to protect pupils from radicalisation. The risk assessment will be reviewed every year or when new risks arise. See appendix 1 for indicators of vulnerability

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We will appoint a **Prevent Single Point of Contact at each site (SPOC)**. Kim Fisher is the SPOC at the Main School and Bronwyn Kidd is the SPOC at the Early Years.

What to do if you are concerned about a child or young person

- Talk to the SPOC
- Call The Hampshire School, Chelsea and ask for the nominated SPOC. Alternatively staff can make referrals to RBKC directly
- If staff are concerned about management or staff opposing fundamental British Values, follow the Whistleblowing Procedure

APPENDIX 1: INDICATORS OF VULNERABILITY

- Identity Crisis – the student / pupil is distanced from their cultural / religious heritage and experiences discomfort about their place in society;
- Personal Crisis – the student / pupil may be experiencing family tensions; a sense of isolation; and low self-esteem; they may have dissociated from their existing friendship group and become involved with a new and different group of friends; they may be searching for answers to questions about identity, faith and belonging;
- Personal Circumstances – migration; local community tensions; and events affecting the student / 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;
- Unmet Aspirations – the student / pupil may have perceptions of injustice; a feeling of failure; rejection of civic life;
- Experiences of Criminality – which may include involvement with criminal groups, imprisonment, and poor resettlement / reintegration;
- Special Educational Need – students / pupils may experience difficulties with social interaction, empathy with others, understanding the consequences of their actions and awareness of the motivations of others.

However, this list is not exhaustive, nor does it mean that all young people experiencing the above are at risk of radicalisation for the purposes of violent extremism.

More critical risk factors could include:

- Being in contact with extremist recruiters;
- Accessing violent extremist websites, especially those with a social networking element;
- Possessing or accessing violent extremist literature;
- Using extremist narratives and a global ideology to explain personal disadvantage;
- Justifying the use of violence to solve societal issues;
- Joining or seeking to join extremist organisations; and

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- Significant changes to appearance and / or behaviour;
- Experiencing a high level of social isolation resulting in issues of identity crisis and / or personal crisis.

APPENDIX 2: ROLES AND RESPONSIBILITIES OF THE SINGLE POINT OF CONTACT (SPOC)

- Ensuring that staff of the school are aware that you are the SPOC in relation to protecting students/pupils from radicalisation and involvement in terrorism;

- Maintaining and applying a good understanding of the relevant guidance in relation to preventing students/pupils from becoming involved in terrorism, and protecting them from radicalisation by those who support terrorism or forms of extremism which lead to terrorism;

- Raising awareness about the role and responsibilities of Archway Academy in relation to protecting students/pupils from radicalisation and involvement in terrorism;

- Monitoring the effect in practice of the school's RE curriculum to ensure that they are used to promote community cohesion and tolerance of different faiths and beliefs;

- Raising awareness within the school about the safeguarding processes relating to protecting students/pupils from radicalisation and involvement in terrorism;

- Acting as the first point of contact within the school for case discussions relating to students / pupils who may be at risk of radicalisation or involved in terrorism;

- Collating relevant information from in relation to referrals of vulnerable students

- Sharing any relevant additional information in a timely manner.

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