

Chase Terrace Primary School

Prevent Policy

Promoting Welfare and Wellbeing
By Preventing Extremism and Radicalisation



Together we Learn
Together we Aspire
Together we Succeed

<p>Chase Terrace Primary School- Prevent Policy</p> <p>Promoting Welfare and Wellbeing by Preventing Extremism and Radicalisation Policy</p>
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Person Responsible:	Designated Safeguarding Lead/ Headteacher
Approval Body:	(Approved by Chair of Governors using Chair’s Power to Act)
Date of Policy:	December 2024
Review date:	December 2026

Policy Adoption, Monitoring and Review

This policy was considered and adopted by the Governing body in line with the overall duty to safeguard and promote the welfare of children as set out in the DfE guidance ‘Keeping Children Safe in Education 2024’. Parents/ carers will be issued with a hard copy of this policy on request. This policy will also be made available to parents via the school website.

The Governing Body will actively evaluate the effectiveness of this policy, including by monitoring the staff group’s understanding and application of the procedures within this policy as part of the duty to safeguard and promote the welfare of children.

Introduction

Chase Terrace Primary School is committed to providing a secure environment for pupils, where children feel safe and are kept safe. All staff and volunteers working at Chase Terrace Primary School recognise that safeguarding is everyone’s responsibility irrespective of the role they undertake or whether their role has direct contact or responsibility for children or not.

Under the Counter Terrorism and Security Act 2021 the school also has a statutory duty to have due regard to the need to prevent people from being drawn into extremism.

This policy is one element within our overall school arrangements to Safeguard and Promote the Welfare of all Children in line with our statutory duties set out in section 175 of the Education Act 2002 and should be read in conjunction with the school’s Safeguarding Policy.

This Policy also draws upon the guidance contained in:

- The Staffordshire SSCB Procedures and DfE Guidance Keeping Children Safe in Education, 2024.
- DCSF Resources Learning Together to be Safe.
- Prevent: Resources Guide.
- Tackling Extremism in the UK.

- DfE’s “Teaching Approaches that help Build Resilience to Extremism among Young People.
- Peter Clarke’s Report of July 2014.

School Ethos and Practice – Countering Extremism

When operating this policy, Chase Terrace Primary School uses the following accepted Governmental definition of extremism which is:

‘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)’.

There is no place for extremist views of any kind in our school, whether from internal sources – pupils, staff or governors, or external sources - school community, external agencies or individuals. Our pupils see our school as a safe place where they can legitimately be supported to explore controversial issues safely in a learning context and where our teachers encourage and facilitate this – we have a duty to ensure this happens in order to secure common values and ethos of diversity, inclusion and democracy and the central tenants of British values.

As a school we recognise that extremism and exposure to extremist materials and influences can lead to risks for children and so should be addressed as a safeguarding concern as set out in this policy. We also recognise that if we fail to challenge extremist views we are failing to protect our pupils.

Extremists of all persuasions aim to develop destructive relationships between different communities by promoting division, fear and mistrust of others based on ignorance or prejudice and these limit the life chances of young people. Education is a powerful weapon against this, equipping young people with the knowledge, skills and critical thinking, to challenge and debate in an informed and balanced way.

Therefore we will provide a broad and balanced curriculum, delivered by skilled professionals, so that our pupils are enriched with understanding and become tolerant of difference and diversity to ensure that they thrive, feel valued and are not marginalised. Furthermore, at Chase Terrace Primary School, we are aware that young people can be exposed to extremist influences or prejudiced views from an early age which emanate from a variety of sources, including via the internet, and consequently pupils may be at risk of reflecting or display views that may be ill-informed, discriminatory, prejudiced or extremist, including using derogatory language.

Any such behaviour displayed by pupils or staff will always be challenged and where appropriate dealt with in line with our Behaviour Policy for pupils and the Code of Conduct for staff. Where misconduct by a teacher is proven, the matter will be referred to the Teaching regulations agency and department to education for their consideration as to whether a Prohibition Order is warranted.

As part of wider safeguarding responsibilities school staff will be alert to:

- Disclosures by pupils of their exposure to the extremist actions, views or materials of others outside of school, such as in their homes or community groups.
- Graffiti symbols, writing or art work promoting extremist messages or images.
- Pupils accessing extremist material online, including through social networking sites
- Parental reports of changes in behaviour, friendship or actions and requests for assistance.
- Partner schools, local authority services, and police reports of issues affecting pupils in other schools or settings.
- Pupils voicing opinions drawn from extremist ideologies and narratives.
- Use of extremist or 'hate' terms to exclude others or incite violence.
- Intolerance of difference, whether secular or religious or, in line with our equalities policy, views based on, but not exclusive to, gender, disability, homophobia, race, colour or culture.
- Attempts to impose extremist views or practices on others.
- Anti-Western or Anti-British views.

Our school will closely follow any locally agreed procedure as set out by the Local Authority and/or Staffordshire Safeguarding Children Board, including agreed processes and criteria for safeguarding individuals vulnerable to extremism and radicalisation.

Teaching Approaches - Building Resilience

We will all strive to eradicate the myths and assumptions that can lead to some young people becoming alienated and disempowered, especially where the narrow approaches some children may experience elsewhere may make it harder for them to challenge or question these radical influences. In our school this will be achieved by good teaching, including via PSHE. Please see our SRE and PSHE policy on our school website for further information. We will adopt the methods outlined in the Government's guidance 'Teaching approaches that help build resilience to extremism among young people' DfE 2011 and Promoting fundamental British values as part of SMSC in schools - Departmental advice for maintained schools, November 2014.

We will ensure that all of our teaching approaches help pupils to build resilience to extremism and give pupils a positive sense of identity through the development of critical thinking skills. We will ensure that all of our staff are equipped to recognise extremism and are skilled and confident enough to challenge it.

We will be flexible enough to adapt our teaching approaches, as appropriate, so as to address specific issues and be relevant to the current issues and insight into extremism and radicalisation. In doing so we will apply the 'key ingredients' see Appendix A, and we will apply the methodologies set out in that document following the three broad categories of:

- Making a connection with young people using a pupil centred approach.
- Facilitating a 'safe space' for dialogue.
- Equipping our pupils with the appropriate skills, knowledge, understanding and awareness for resilience.

Therefore this approach will be embedded within the ethos of our school so that pupils know and understand what safe and acceptable behaviour is in the context of extremism and radicalisation. This will work in conjunction with our schools approach to the spiritual, moral,

social and cultural development of pupils and will include the sound use of assemblies to help further promote this rounded development of our pupils and utilising an agreed syllabus for religious education and the guidance produced by Staffordshire's Standing Advisory Council on Religious Education (SACRE).

Our goal is to build mutual respect and understanding and to promote the use of dialogue not violence as a form of conflict resolution. We will achieve this by using a curriculum that includes open discussions and debate.

We will also work with local partners, families and communities in our efforts to ensure our school community understands and embraces the local context and our values in challenging extremist views, to assist in the broadening of our pupil's experiences and horizons. We will help support pupils who may be vulnerable to adverse influences as part of our wider safeguarding responsibilities and where we believe a pupil is being directly affected by extremist materials or influences we will ensure that that pupil is safeguarded, supported and offered mentoring intervention. Additionally in such instances our school will seek external support from the Local Authority and/or local partnership structures working to prevent extremism.

Through these measures we will promote the values of democracy, the rule of law, individual liberty, mutual respect and tolerance for those with different faiths and beliefs. We will teach and encourage pupils to respect one another and to respect and tolerate difference, especially those of a different faith or no faith. It is indeed our most fundamental responsibility to keep our pupils safe and prepare them for life in modern multi-cultural Britain and globally.

Use of External Agencies and Speakers

At Chase Terrace Primary School we encourage the use of external agencies or speakers to enrich the experiences of our pupils, however we will positively vet, risk assess those external agencies, individuals or speakers who we engage to provide such learning opportunities or experiences for our pupils. Such vetting is to ensure that we do not unwittingly use agencies that are inconsistent with, or are in complete opposition to, the school's values and ethos and our duties in regard to this and our Safeguarding policy. We must be aware and clear of the benefits to pupils of such activity.

Our school will assess the suitability and effectiveness of input from external agencies or individuals to ensure that:

- Any messages communicated to pupils are consistent with the ethos of the school and do not marginalise any communities, groups or individuals.
- Any messages do not seek to glorify criminal activity or violent extremism or seek to radicalise pupils through extreme or narrow views of faith, religion or culture or other ideologies.
- Activities are properly embedded in the curriculum and clearly mapped to schemes of work to avoid contradictory messages or duplication. Activities are matched to the needs of pupils.
- Activities are well-managed, fully supervised and subject to robust safeguarding procedures.
- Activities are carefully evaluated by schools to ensure that they are effective.

The ethos of our school is to encourage pupils to understand diverse views and ideologies, appropriate to their age, understanding and abilities, and to be able to actively engage in informed debate, and we may appropriately permit the use external agencies or speakers to facilitate and support this.

Therefore by delivering a broad and balanced curriculum, augmented by the use of external sources where appropriate, we will strive to ensure our pupils recognise risk and build resilience to manage any such risk to themselves or their peers where appropriate to their age and ability but also to help pupils develop the critical thinking skills needed to engage in informed debate as part of a wider community.

Referring Concerns

Where there are concerns of extremism or radicalisation, parents/carers, pupils and staff will be encouraged to make use of our internal systems to raise any issue with senior management. Our lead person for Prevent is the Designated Safeguarding Lead who would normally be the first point of contact should there be concerns. If for any reason this creates a difficulty for the referrer, they can contact the Local Authority 'Prevent' co-ordinator, Staffordshire Children's Advice and Support Service, Education Safeguarding Advice Service or Ofsted, depending on the level of concern. Contact details for these agencies can be found at the end of this policy document. Staff should refer to the School Whistleblowing Policy under which they are entitled to employment protection for raising genuine concerns outside of the school environment.

Child Protection

Please refer to Chase Terrace Primary School Safeguarding Policy for the full procedural framework on our Child Protection duties.

Staff will be alert to the fact that whilst extremism and radicalisation are managed as a safeguarding issue, there may be some instances where a child or children may be at direct risk of harm or neglect. For example; this could be due to a child displaying risky behaviours in terms of the activities they are involved in or the groups they are associated with or staff may become aware of information about a child's family that may indicate a child at risk of harm. (These examples are for illustration and are not definitive or exhaustive.)

Therefore all adults working at our school (including visiting staff, volunteers, contractors, and students on placement) are required to report instances where they believe a child may be at risk of harm or neglect to the Designated Safeguarding Lead or Headteacher who will make a referral to children's social care or the Staffordshire Prevent team when appropriate.

The Designated Safeguarding Lead works in line with the responsibilities as set out at Annex C of the DfE Guidance 'Keeping Children Safe in Education' 2024.

The Designated Safeguarding Lead is the focus person and local 'expert' for school staff, and others, who may have concerns about an individual child's safety or well-being and is the first point of contact for external agencies. In line with Recommendation 2 of Peter Clarke's Report; the role of our Designated Safeguarding Lead will be extended, at the appropriate time, to include the responsibilities of the PREVENT strand of the Government's counter-terrorism strategy.

Training

All staff, including temporary staff and volunteers will receive an induction with regard to our Safeguarding policy and procedures. This will include information and guidance about our duty to prevent people from being drawn into terrorism. Whole school in-service training in regard to safeguarding and child protection will be organised for staff, governors and volunteers at least every three years and will comply with the prevailing arrangements approved by Staffordshire Safeguarding Children Board and will, in part, include awareness raising on extremism and radicalisation and its safeguarding implications.

The Designated Safeguarding Lead will attend appropriate and relevant training courses in regard to safeguarding children, including the appropriate inter-agency training organised by the Safeguarding Children Board at least every two years. This will include accessing training on extremism and radicalisation and its safeguarding implications. The Designated Safeguarding Lead will ensure that all adults working in the school receive appropriate levels of training, guidance and support in regard to safeguarding children from extremism and radicalisation on a regular basis.

Recruitment and staff conduct

The arrangements for recruiting all staff, permanent and volunteers, to our school will follow guidance for safer recruitment best practice in education settings, including, but not limited to, ensuring that DBS checks are always made at the appropriate level, that references are always received and checked and that we complete and maintain a single central record of such vetting checks. We will apply safer recruitment best practice principles and sound employment practice in general and in doing so will deny opportunities for inappropriate recruitment or advancement.

We will be alert to the possibility that persons may seek to gain positions within our school so as to unduly influence our school's character and ethos. We are aware that such persons seek to limit the opportunities for our pupils thereby rendering them vulnerable to extremist views and radicalisation as a consequence. Therefore, by adhering to safer recruitment best practice techniques and by ensuring that there is an ongoing culture of vigilance within our school and staff team we will minimise the opportunities for extremist views to prevail.

Referrals to the Staffordshire LADO service will be made when appropriate as per statutory guidance and our Safeguarding Children Policy.

Role of Governing Body

The Governing Body of our school will undertake appropriate training and updating to ensure clarity about their role and the parameters of responsibilities as Governors, including their statutory safeguarding duties. The Governing Body of our school shapes the ethos and values of our school and will support the school in tackling extremism and radicalisation.

In line with Recommendation 13 of Peter Clarke's report details of our Governing Body are published on our school website to promote transparency.

In line with the provisions set out in the DfE guidance 'Keeping Children Safe in Education, 2024' the governing body will challenge the school's senior management team on the delivery of this policy and monitor its effectiveness.

Governors will review this policy every two years and may amend and adopt it outside of this timeframe 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.

Contact details:

Education Safeguarding Advice Service (ESAS) The education safeguarding advice service is for educational professionals to seek non-urgent safeguarding advice. [01785 895836](tel:01785895836)

This service does not replace the Staffordshire Advice and Support service (SCAS) and referrals for early help from the Family Practitioner service and all social work assessments including child in need, child protection and LADO referrals should be made directly into SCAS on [0300 111 8007](tel:03001118007).

Police Prevent team call [01785 232054](tel:01785232054) website Prevent | Staffordshire Police.

Staffordshire Police call [101](tel:101).

If it's an emergency please call [999](tel:999).

National Police Prevent advice line call [0800 011 3764](tel:08000113764).

First Response Team (re concerns that an identified Staffordshire child or children are at risk or LADO referrals) [0800 1313 126](tel:08001313126)

Ofsted contact centre [0300 123 1231](tel:03001231231)

References:

Please refer to the Home Office website for additional information on the Prevent Duty. <https://www.gov.uk/government/publications/prevent-duty-guidance>

Staffordshire Safeguarding Children Board procedures can be found on: www.staffsscb.org.uk

SSCB Procedure 6L: Safeguarding People who are vulnerable to being drawn into violent extremism and / or terrorism in Staffordshire & Stoke on Trent

Prevent Duty Guidance: <https://www.gov.uk/government/publications/protecting-children-from-radicalisation-the-prevent-duty>

Ofsted Handbook 2024: <https://www.gov.uk/government/publications/school-inspection-handbook-eif/school-inspection-handbook-for-september-2023>

Keeping Children Safe in Education 2024:

https://assets.publishing.service.gov.uk/media/66d7301b9084b18b95709f75/Keeping_childr_en_safe_in_education_2024.pdf

Appendix A – Teaching approaches to building resilience in children and young people

Push Factors	Key Ingredients	Pull Factors
Factors which push/make an individual vulnerable to extremist messages	Teacher confidence and skills in dealing with difficult and sensitive issues	Factors that draw young people into extremist messages
Lack of excitement, frustration	Teacher attitude/behaviours <ul style="list-style-type: none"> ▪ Need to be able to admit that do not necessarily know the answers ▪ Able to acknowledge that controversial issues/matters exist ▪ Willingness to seek help when not sure what to do/how to assist ▪ Understanding that they have a role to play re this agenda 	Confident and charismatic recruiters
Lack of a sense of achievement seen as significant. Lacking purpose/confidence in the future/life goals.	Specific knowledge <ul style="list-style-type: none"> ▪ Some understanding of other cultures and religions and belief systems ▪ Knowledge of alternate values framework 	Networks/sense of belonging
Lacking an outlet for views	Teaching pedagogy <ul style="list-style-type: none"> ▪ Working with pupils to enable them to develop critical thinking skills (to be able to see through propaganda...) ▪ Enabling pupils to see multiple perspectives ▪ Enabling pupils to deal with difficult situations ▪ Utilizing multiple resources/methods ▪ Working with young people to enable them to develop and have pride in sense of self and sense of having multiple identities ▪ Linking school work with the wider community 	Persuasive clear message which exploit knowledge gaps
Gaps in knowledge and or understanding of Islam both young people and their parents		Wider community views which promote extremist views or do not actively oppose extremism
A sense of injustice		
Actual or perceived humiliating experiences. This may be linked to sense of injustice. The experiences may be of being bullied, put down etc.		
Exclusion – a lack of belonging to peer/community networks, groups etc.		

Appendix B – Referral Pathway

What happens when a person is referred to Prevent?

Anyone who is being radicalised can be referred to Prevent. Referring someone ensures they get the help they need to keep them and others safe. Getting support from Prevent is not a punishment and won't go on a person's criminal record. Referrals are not made to the Home Office.

Usually, a Prevent referral will follow this process.

1. The local police force looks at each referral first. They check if there is an immediate security threat. They will also check if there is a genuine risk of radicalisation.
2. If the person isn't at risk of radicalisation, they are not a case for Prevent. Where appropriate, the person may instead be offered other support, for example being referred to mental health services or social services.
3. If there is a risk of radicalisation, a panel of local experts assesses the referral. The panel is led by the local authority and may include the police, children's services, social services, education professionals and mental health care professionals.
4. If the panel decides that a person is at risk, they'll be invited to join a support programme called Channel. This is voluntary, so a person can choose whether to take part. If a person chooses not to take part in the programme, they may be offered other support instead and any risk will be managed by the police.

The support provided by the Channel programme may include:

- mentoring
- mental health support such as counselling
- education or career development support
- online safety training for parents

Find out about the type of support offered through Prevent in our [Case studies](#) (ODT, 19.5 KB).

Guidance for professionals

The information in this section details the notice, check, share process that professionals may wish to follow if they have a concern that a person may be being radicalised.

Some professionals may work in sectors that are covered by the Prevent duty. Full statutory guidance for people working in Prevent duty sectors can be found in the [Prevent duty guidance](#).

An introduction to Prevent for professionals

[Prevent duty animation - public sector staff working together to stop radicalisation](#)

Notice

Those who work in frontline support roles will often be the first to notice if someone displays concerning behaviour, like the signs of radicalisation outlined in this guide. If you notice behaviours that cause you concern, then you may want to consider whether the person is susceptible to radicalisation.

There could be many different reasons for these behaviours, not just radicalisation. It's important to understand the context, and why these changes are happening, before jumping to any conclusions.

Check

You may wish to discuss your concern organisationally, with the person responsible for safeguarding, such as the designated safeguarding lead. Checking before sharing a concern is a way of making sure you have gathered as much relevant information as possible before making your referral.

Share

Once you have gathered the relevant information, it is essential to share a concern and make a referral to the police using the [Prevent national referral form \(NRF\)](#) (PDF, 496 KB, 11 pages). In some cases, you may do this directly. Sometimes, where appropriate, the organisational safeguarding lead or equivalent, or the local authority may do this on your behalf.

Professionals can complete the [Prevent duty training](#) to find out more.

National Referral Form

If there is a concern about potential radicalisation into terrorism or reason to believe that someone is susceptible to radicalisation, specified authorities should use the [Prevent national referral form \(NRF\)](#) (PDF, 496 KB, 11 pages) to make a referral to the police. An editable version of this form is available from your local police or local authority.

The updated NRF is designed to support the effective assessment of susceptibility to radicalisation so that appropriate support can be provided to people that are at risk of becoming terrorists or supporting terrorism. The form encourages the referrer to provide as much relevant information as possible so that referrals can be assessed accurately and consistently.

Specified authorities (listed in Schedule 6 of the Counter Terrorism and Security Act 2015) to whom the Prevent duty applies should use the updated NRF and follow their agreed local process. Where applicable, they should replace outdated referral forms on all systems, including external websites.

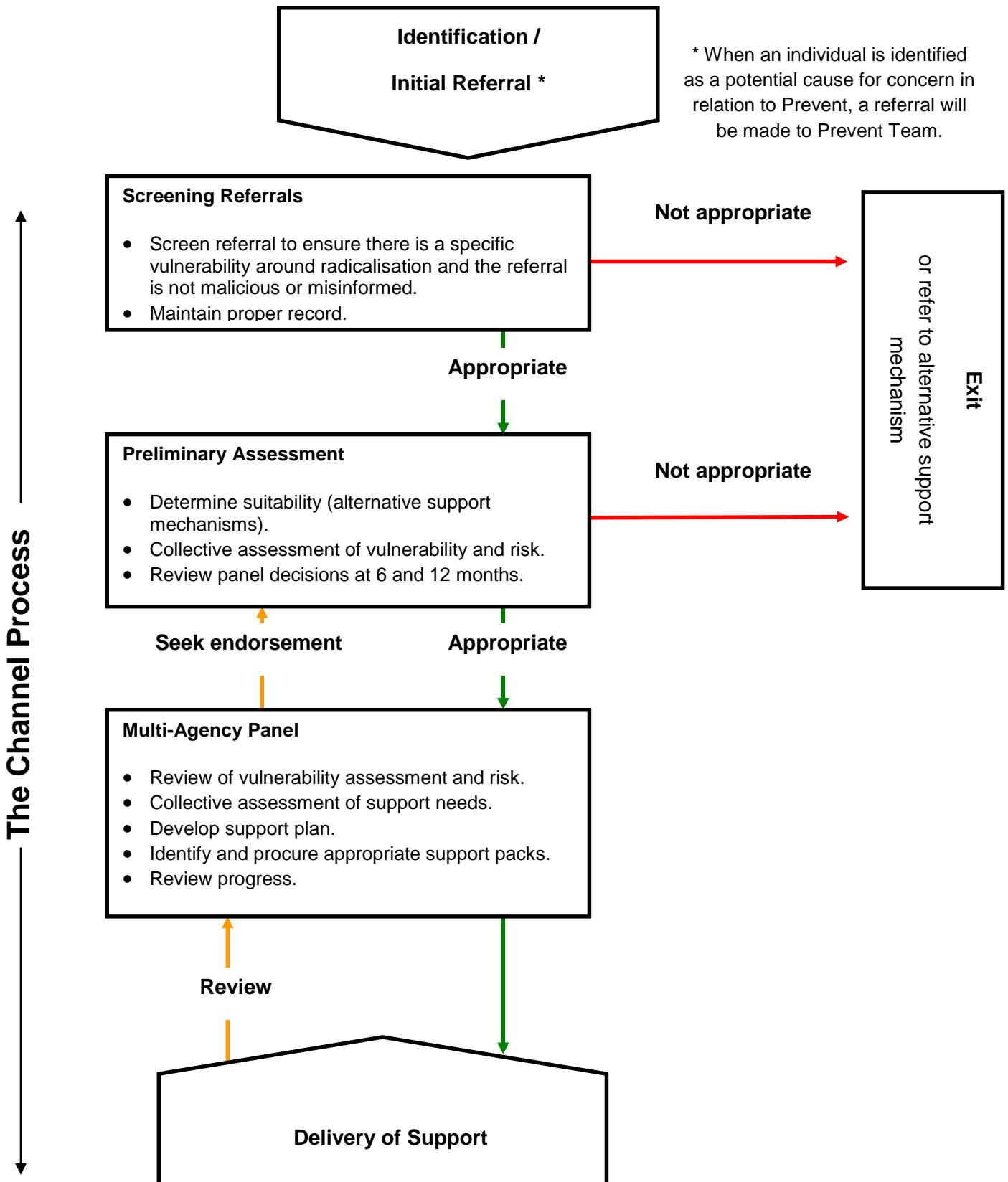
Members of the public should continue to use the [ACT Early website](#) if they are worried that somebody they know could be being radicalised.

Make a complaint about Prevent

You can make a complaint about how Prevent has been applied, including any problems with Prevent training you have received. For more information, see our guidance on [making a complaint about Prevent](#).

Channel Process

The diagram shows the different stages within the Channel process:



Source: 'Channel: Protecting vulnerable people from being drawn into terrorism - A guide for local partnerships'. HM Government, October 2012