Prevent Duty

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AQUINAS

Policy control			
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V1	21/03/24	MCR	New policy [SB]
V2	20/11/24	MCR	Updates. Removal of Channel & Prevent, Preventing Radicalisation and Making a Judgement.
V3 (NC V10.0)	15/10/26	JCl	Updated to reflect the latest guidance from the Home office surrounding the Prevent Duty and the DfE guidance – 'The Prevent duty: safeguarding learners susceptible to radicalisation'.

Prevent Duty

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Statement of Intent

AQUINAS Church of England Education Trust (the 'Trust') recognises that pupils can be vulnerable to extremist ideology and radicalisation, and we are committed to protecting pupils from this risk as part of our safeguarding responsibilities.

Our commitment to safeguarding pupils against extremism, radicalisation and terrorism includes interventions and collaboration with other agencies including the police and the LA where appropriate and as required.

We support and will adhere to guidance from the DfE which requires schools to actively promote Fundamental British Values in order to enable pupils to challenge extremist views and ensure that pupils are encouraged to regard people of all faiths, races and cultures with respect and tolerance.

This policy relates to the potential radicalisation of pupils in our schools. For guidance on specific terrorist incidents, refer to each academy's invacuation, evacuation and lockdown procedures.

1. [UPDATED] Legal framework

[UPDATED] This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Children Act 1989.
- Education Act 1996.
- Counter-Terrorism and Security Act 2015.
- Childcare Act 2006.
- Equality Act 2010.
- Data Protection Act 2018.
- UK GDPR.

- Home Office 'Prevent duty guidance: England and Wales'.
- DfE 'Keeping children safe in education'.
- [UPDATED] DfE 'The Prevent duty: safeguarding learners susceptible to radicalisation'.
- DfE 'Working Together to Safeguard Children'.
- Home Office 'Channel Duty guidance: protecting people vulnerable to being drawn into terrorism'.

This policy operates in conjunction with the following policies:

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

2. [UPDATED] Definitions

For the purpose of this policy:

[Updated] **Extremism** – The promotion or advancement of an ideology based on violence, hatred or intolerance that aims to:

- Negate or destroy the fundamental rights and freedoms of others.
- Undermine, overturn or replace the UK's system of liberal parliamentary democracy and democratic rights.
- Intentionally create a permissive environment for others to achieve either of the above outcomes.

Radicalisation – is defined as the process of a person legitimising support for, or use of, terrorist violence.

Terrorism – is defined as an action that endangers or causes serious violence to a person/people; causes serious damage to property; or seriously interferes or disrupts an electronic system. The use or threat must be designed to influence the government or to intimidate the public and is made for the purpose of advancing a political, religious or ideological cause.

3. [UPDATED] Roles and responsibilities

The **Trust Board** will be responsible for:

- Ensuring the Trust has clarity of vision, ethos and strategic direction.
- Holding executive leaders to account for the educational performance of the organisation and its pupils, and the effective and efficient performance management of staff.
- Ensuring the Prevent duty is seen as part of the school's wider safeguarding duties.

The **Executive Team** will be responsible for:

- Ensuring the appropriate measures are in place to protect pupils from radicalisation.
- Ensuring the school has a designated lead in a senior management role who is responsible for the delivery of Prevent.
- Having robust safeguarding policies in place to ensure that those at risk of radicalisation are identified and appropriate support is provided.
- Ensuring that policies are in place which are proportionate and based on an understanding, shared with partners, of the threat and risk in the local area, the phase of education, and the size and type of school.

The **Headteacher** will be 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.
- Ensuring that the teaching of the school curriculum encourages learners to respect other people, with particular regard to the protected characteristics set out in the Equality Act 2010.
- Ensuring the school is a safe space in which pupils can understand and discuss sensitive topics, including terrorism and extremism, and are able to challenge these ideas.
- Undertaking a risk assessment which assesses how their learners or staff may be at risk of being radicalised into terrorism, including online.
- Identifying extremist risks in the local area.
- Ensuring that the school's safeguarding policies set out clear protocols for ensuring that any visiting speakers, whether invited by staff or by children themselves, are suitable and appropriately supervised.
- Ensuring that invited speakers do not undermine the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.
- Ensuring appropriate prevent training is undertaken by each member of staff.
- Ensuring DSLs or Prevent leads receive in-depth training, including on extremist and terrorist ideologies, how to make referrals and how to work with Channel panels - updated at least every two years.
- Ensuring the school has robust procedures for sharing information, both internally and externally.
- Having measures in place to prevent their facilities being exploited by radicalisers.
- Ensuring that policies relating to the appropriate use of IT equipment and networks contain specific reference to the Prevent duty.

[Updated] The **DSL**, and any **deputies**, will be responsible for:

- [New] Maintaining appropriate oversight of Prevent-related concerns, referrals and outcomes.

- Handling any referrals to Prevent and/or Channel and supporting staff who make referrals.
- **[Updated]** Attending and contributing to Channel meetings where a pupil from the school is being considered or supported through Channel.
- **[NEW]** Ensuring Prevent-related concerns, information gathered, discussions, advice sought, actions taken and the rationale for decisions are appropriately recorded, including where a decision is made not to make a referral.
- **[Updated]** Following up any Prevent referrals, continuing to monitor and support the pupil in line with safeguarding procedures, and sharing any new information or concerns through the appropriate channels.
- Providing advice and support to staff on protecting pupils from the risk of radicalisation.
- 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.
- Understanding local procedures for making a Prevent referral and making Prevent referrals where appropriate.
- Considering if it would be appropriate to share any information with a new school or college in advance of a pupil leaving, e.g. if the pupil is currently receiving support through the 'Channel' programme and the information would allow the new setting to have support in place for when the pupil arrives.
- Undertaking specific prevent awareness training and providing advice and support to other staff on protecting pupils from the risk of radicalisation.
- Maintaining an awareness of the risks relating to extremism in the local area.
- Maintaining a clear understanding of prevent reporting and referral mechanisms.

All **staff members** will be responsible for:

- Being alert to the risk factors of extremism and radicalisation and any changes in a pupil's behaviour which could indicate that they may need help or protection.
- 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 Prevent.
- Engaging in staff training on the Prevent duty.
- Using their professional judgement to identify pupils who may be at risk of radicalisation and acting proportionately.

4. Promoting Fundamental British Values

Through the national curriculum, Academies will:

- Teach our pupils a broad and balanced international history.

- Represent the cultures of all of our pupils.
- Teach a wide range of English and non-English literature.
- Commemorate World War 1 and 2.
- Discuss the UK's relations with the rest of Europe, the Commonwealth and the wider world.

Through our social, moral, spiritual and cultural programme, Academies 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 academy 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.

Academies 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 academy have a voice that is listened to, e.g. by 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.

5. Community links

Where able, the Trust will engage with community round-table discussions with local community and religious leaders, and local law enforcement. Trust Board meetings will include discussion about extremism and terrorism where appropriate.

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

Academies will, where appropriate, partake in community festivals, religious celebrations and other events. Academies will select a range of charities to support across the year which represent our school community, including local community groups.

Academies will develop effective partnerships with local prevent leads, the police and the LA through multi-agency forums.

Academies will maintain an up-to-date awareness of the risk and threat posed in the local area and the latest developments in best practice through local partnerships.

6. [UPDATED] Safeguarding from extremism

[UPDATED] The academy will do its utmost to safeguard pupils from being drawn into extremism and terrorism, whilst also ensuring it protects the right to freedom of expression. This policy is not intended or designed to restrict or prevent legitimate and lawful congregation or debate.

Each academy has a dedicated **DSL** who deals with any incidents of extremism and/or terrorism within our school community. As is the academy's responsibility under law, we will do our utmost to safeguard our pupils from being drawn into extremism and terrorism.

Our academies have strong relationships with our local safeguarding partners and will involve them at the earliest opportunity if safeguarding issues arise.

Academies will encourage any pupil, parent, staff member or member of the wider school community to speak to the **DSL** 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 academy and wider community attempting to draw young and/or vulnerable pupils into extremism.

Visitors and speakers coming into the academy 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**. Due diligence checks will also be carried out on those hiring and using the academy premises.

[Updated] Academies will maintain appropriate oversight of pupil-led groups, clubs and societies and respond to any safeguarding concerns in accordance with its established procedures.

Academies will incorporate appropriate filtering and monitoring systems to limit pupils' exposure to online risks, including extremist content.

The **DSL** and **ICT team** will work together to ensure that there is a clear reporting process in place where filtering systems raise safeguarding or prevent-related concerns.

[Updated] **Preventing radicalisation**

Academies 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.

Academies are aware that extremist propaganda is widely available online and will educate pupils to ensure that British values are promoted regularly to encourage pupils to develop an appreciation of society. Academies 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.

[Updated] Academies will implement appropriate filtering and monitoring arrangements in accordance with the DfE's filtering and monitoring standards, KCSIE and the academy's Online Safety Policy. Pupils will be taught how to stay safe online, including how to recognise and respond to harmful and extremist content.

[Updated] Academies recognises that engaging with parents can help staff to understand concerns and identify appropriate support and, where appropriate and safe to do so, will involve them in responding to concerns about radicalisation. Parental consent is not required to make a Prevent referral, and parents will not be involved where doing so could place a pupil at increased risk or compromise a safeguarding process.

Academies will not permit speakers who may promote extremist views on our premises.

Academies will always aim to integrate and engage every child within the school community, and in the wider community. A range of different religious and cultural festivals will be celebrated across the year giving every pupil the opportunity to take part.

Academies 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 academy will take action proportionate to the incident or risk.

7. [NEW] Assessing susceptibility to radicalisation

There is no single profile of a pupil who may be susceptible to radicalisation and no single indicator that demonstrates radicalisation. Academies will use professional judgement, available evidence and an understanding of the wider safeguarding context when identifying and assessing concerns.

Susceptibility factors

There is no single pathway into radicalisation, and a pupil's susceptibility may change over time. Factors which may increase susceptibility can include:

- Social isolation.
- Unmet emotional or social needs.

- Bullying or discrimination.
- Trauma or adverse childhood experiences.
- Feelings of grievance or injustice.
- Significant life changes or personal difficulties.
- Online influences and exposure to harmful content.
- Vulnerability to other forms of exploitation.
- Emotional and mental wellbeing difficulties.

The presence of one or more of these factors does not mean that a pupil is being radicalised. They will be considered alongside the pupil's behaviour, individual circumstances, wider context and protective factors.

Concerning behaviours

No single behaviour demonstrates radicalisation; however, staff members will remain alert to potential indicators including:

- Sudden or significant changes in behaviour, presentation or attitude.
- Social withdrawal, isolation, or changes in friendship groups and social networks.
- Increasing use of divisive, intolerant, dehumanising or 'us and them' language.
- Expressions of grievance directed towards particular groups, communities or perceived injustices.
- Growing interest in extremist ideologies, groups, individuals or causes.
- Engagement with conspiracy theories that appear to reinforce or encourage extremist narratives.
- Glorifying, supporting or justifying the use of violence for political, religious, racial or ideological purposes.
- Repeated discussion of violence, conflict, mass casualty attacks or extremist narratives.
- Use of symbols, imagery or terminology associated with extremist movements.
- Increased secrecy regarding online activity, including accessing, sharing or promoting extremist content.
- Accessing or distributing terrorism-related or violent extremist material.

- Fascination with extreme violence or acts of terrorism.
- Concerning fixation on weapons, explosives or mass violence, particularly where accompanied by extremist narratives or other indicators of potential radicalisation.

A pupil does not need to demonstrate a clear or identifiable ideology for a Prevent concern to arise. Staff will focus on patterns, changes over time and the wider context rather than isolated incidents.

Assessing concerns in context

When assessing concerns, Academies will consider the pupil's circumstances, relationships and environment, including:

- Previous safeguarding concerns.
- Family influences and dynamics.
- Peer relationships and social networks.
- Environmental and community factors.
- Online activity and influences.
- Protective factors and sources of support.
- Any SEND or neurodiversity considerations.

The academy understands that pupils with SEND, or who are neurodivergent, may be susceptible to exploitation; however, having SEND or being neurodivergent will not be treated as a risk factor in itself. Where relevant, the academy will consider how a pupil's individual needs may influence the way concerns present and will assess their circumstances, behaviours and needs as part of the wider safeguarding picture.

The academy will also consider protective factors which may reduce susceptibility and increase resilience, including positive relationships with trusted adults, supportive family and peer networks, strong engagement with education, positive activities and interests, a sense of belonging and inclusion, and access to appropriate support.

Online influences

The academy recognises that radicalisation can occur both online and offline. Where online influences may be relevant, staff will consider changes in a pupil's behaviour, interests, language, relationships and wellbeing, alongside any evidence of exposure to extremist or terrorism-related content.

Online concerns will be assessed in the same way as offline concerns and in accordance with the school's established safeguarding procedures.

Staff will report concerns about potential radicalisation to the DSL or Prevent lead at the earliest opportunity in accordance with the academy's safeguarding procedures.

The academy will take reasonable steps to reduce pupils' exposure to harmful online content, including extremist and terrorism-related material in accordance with the Online Safety Policy.

8. [UPDATED] Making a referral

In accordance with the Trust **Safeguarding and Child Protection Policy**, if any member of staff has any concerns about a pupil, they will raise this with the **DSL**. The school will ensure that the DSL undertakes awareness training to comply with the Prevent duty. The DSL will provide advice and support to members of staff on protecting children from the risk of radicalisation.

[Updated] Where appropriate and safe to do so, the DSL will speak wit the pupil and their parents or carers to better understand the concern and identify appropriate support. Parents or carers will not be involved where doing so could place the pupil at increased risk or compromise a safeguarding process. Parental or carer consent is not required to make a Prevent referral.

[Updated] Where there are concerns that a pupil may be susceptible to radicalisation or at risk of becoming involved in, supporting or facilitating terrorism, a Prevent referral will be made using the Prevent national referral form and submitted in line with local referral arrangements. The DSL will assess concerns proportionately, draw on available information and professional judgement. Where a Prevent referral is appropriate, it will not be unnecessarily delayed while seeking further evidence or attempting to manage the concern solely through internal support arrangements.

[Updated] What happens when a person is referred to Prevent?

[Updated] Once a referral is received, Counter Terrorism Policing will assess the information provided and determine the most appropriate response. This may include:

- No further Prevent action.
- Signposting to alternative safeguarding or support services
- Ongoing information sharing.
- Consideration for Channel support
- Law enforcement action, where necessary.

[New] Cases assessed as suitable may be considered for Channel, a voluntary multi-agency programme designed to support individuals who are susceptible to radicalisation and at risk of being drawn into terrorism.

Making a Prevent referral will not end the academy's safeguarding responsibilities. The academy will continue to monitor and support the pupil in line with its safeguarding

procedures and will promptly share any new information or concerns through the appropriate Prevent or policing channels.

The support provided by the Channel programme may include the following:

- Mentoring
- Mental health support such as counselling
- Education or career development support
- Online safety training for parents

The police will be notified immediately if someone is about to put themselves or others in immediate danger, or if they appear to be involved in planning to carry out a criminal offence and the school's emergency procedures will be followed.

[Updated] The **DSL** will maintain accurate records of Prevent-related concerns, including relevant information gathered, discussions that have taken place, advice sought, actions taken and the rationale for decisions made, including decisions not to make a Prevent referral. Records will be retained in accordance with the Data Protection Act 2018, the UK GDPR and the academy's Data Protection Policy.

The academy will ensure that all of those involved in a referral understand that referrals are not made to the Home Office and that getting support from Prevent is not a punishment and will not go on a person's criminal record, nor will it impact their education prospects. Instead, it allows any relevant safeguarding support to be provided.

9. [UPDATED] Training

[UPDATED] All staff will attend safeguarding training which includes information on preventing people from being drawn into terrorism or extremist groups. Prevent training will be provided at a frequency appropriate to staff roles and the level of risk and will be updated as required. Training will include details of the 'Notice, Check, Share' process.

Staff will be provided with regular updates, notices and emails regarding Prevent and anti-extremism as required.

Staff will be made aware of:

- Prevent awareness e-learning from the Home Office.
- The government's Educate Against Hate website.
- The academy's internal guidance and resources.

The **SLT** and **DSL** will receive additional support from local partnerships and training on local processes for Prevent. When identifying training needs, consideration will be given to the level of knowledge needed for different roles.

Records will be maintained of training provided to ensure that training needs are being met and kept up to date.

Training will be quality assured by the **DSL** and its effectiveness reviewed regularly. Academies will make use of government quality assured prevent training resources.

[Updated] Staff will be trained to understand susceptibility to radicalisation, recognise concerning behaviours, consider concerns within the wider safeguarding context, and know how to respond and escalate concerns appropriately.

Training will take account of, and be proportionate to, the risk of terrorism and extremism in the local area.

Further advice on training will be sought from the LA safeguarding team as appropriate.

10. Monitoring and review

This policy is reviewed on an **annually** basis by the **Pupil Education Standards Committee** and **Chief Executive**. Monitoring is conducted through the Trust's programme of quality assurance and that undertaken by the individual academy. Changes to this policy are communicated to relevant stakeholders.

The next scheduled review date for this policy is **October 2027**.