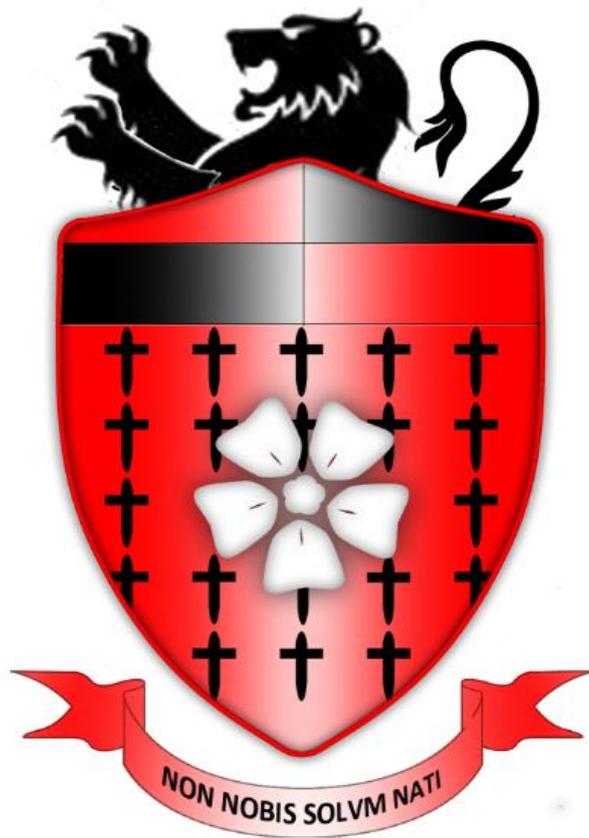


Hornsea School & Language College



Policy to Support the Prevention of Extremism and Radicalisation (PREVENT)

Created by:	Kay Sullivan /Chris Hamling	
Date Created:	August 2015	
Approved by:	Headteacher: 24.11.21	Governing Body: 24.11.21
Last Reviewed:	Date: August 2021	By: Kay Sullivan
Date of Next Review:	November 2022	

This policy should be read in conjunction with the following HSLC policies:

- **Child Protection and Safeguarding Policy**
- **Information Sharing Policy**
- **Data Protection Policy**

Section 1: Introduction and Commitment to PREVENT and British values

All publicly-funded schools in England are required by law to teach a broad and balanced curriculum which promotes the spiritual, moral, cultural, mental and physical development of pupils and prepares them for the opportunities, responsibilities and experiences of life. They must also promote community cohesion. (PREVENT Duty Guidance, April 2021).

The HSLC ethos and goal is to build a school community based upon mutual respect, tolerance and understanding and to promote the use of dialogue, not violence, as a form of conflict resolution. HSLC is committed to providing an inclusive, supportive and safe learning environment for all members of the school community, to equip pupils to understand and respect others, to value diversity and to promote and protect an individual's human rights.

Efforts by school operate at two complementary levels – the values and guidance that are embedded and implicit in the curriculum and day to day life in the HSLC community along with more explicit approaches to provide advice, information and guidance, particularly in respect of British Values. Through this approach, school aspires to promote a sense of identity and belonging which is the strongest safeguard against terrorism.

It is recognised and accepted that creating a safeguarding culture is the responsibility of all staff and that robust procedures, underpinned by clear expectations and values are key in achieving this. Through a broad and balanced curriculum, HSLC seeks to support the education, well-being and healthy development of all pupils preparing them with the skills and attitudes to be well informed and responsible citizens and members of modern, multi-cultural British society, participating fully and contributing positively.

As a school we recognise that safeguarding against radicalisation and extremism in all forms, is no different from safeguarding against any other risk or vulnerability. HSLC recognise the very significant risks and concerns posed by extremism and radicalisation and the role that school has to play in appropriately guiding and educating pupils as a means to counter these threats, whether these are political, religious, ethical or emanating from other extreme belief systems. To this end HSLC is fully committed to meeting the requirements of the Prevent Duty (01.07.15 updated April 2021)

“to have due regard to the need to prevent people from being drawn into terrorism”

and to promoting the acceptance and engagement by all members of the school community with the fundamental British values of :

- *democracy*
- *the rule of law*
- *individual liberty*
- *mutual respect*

- *tolerance of those with different faiths and beliefs*

Furthermore, HSLC works closely with partner agencies and the East Riding Safeguarding Children Partnership (ERSCP) to ensure that the required safeguarding procedures are in place in school and are suitably robust and transparent, and that these empower staff and students to raise concerns in an atmosphere of support and openness. The sharing of information throughout school (e.g. Life Studies curriculum and HSLC RESPECT Campaign, E.Safety curriculum, transition programme, PREVENT Information Sheet and information posted on the School Web Site) and training of staff (e.g. PREVENT briefing by Humberside Police and WRAP training (Workshop to Raise Awareness of PREVENT) and online training as part of staff CPD program - PREVENT - HMG elearning module) are all means by which HSLC has approached identifying and countering radicalisation and extremism. Staff training requirements and the availability of resources will be subject to ongoing monitoring and review.

Section 2: HSLC Policy

This policy provides details of the local agreed East Riding Local Authority interagency process which enables an appropriate intervention to be put in place in response to potential safeguarding concerns in relation to extremism and radicalisation. It will also document the HSLC approach to tackling extremism and radicalisation.

Awareness of PREVENT and an understanding of the risks it is intended to address are both vital. Professionals within schools are expected to help to protect children from extremist and violent views in the same ways that they help to safeguard pupils from drugs, gang violence or alcohol.

HSLC's work on PREVENT should be seen in this context. The purpose must be to protect young people from harm and to ensure that they are taught in a way that is consistent with our stated values and the law. HSLC fully supports the PREVENT agenda and the responsibility to be aware of, identify and respond to the various forms that radicalisation can take. We have and will continue to provide training in recognising the signs and indicators for concern that pupils could be at risk and how to respond appropriately when the need arises.

PREVENT Duty Guidance (updated April 2021) states that 'In fulfilling the duty in section 26 of the Act, we expect all specified authorities to participate fully in work to prevent people from being drawn into terrorism. How they do this, and the extent to which they do this, will depend on many factors, for example, the age of the individual, how much interaction they have with them, etc. The specified authorities in Schedule 6 to the Act are those judged to have a role in protecting vulnerable people and/or our national security. The duty is likely to be relevant to fulfilling other responsibilities such as the duty arising from section 149 of the Equality Act 2010. Prevent work depends on effective partnership. To demonstrate effective compliance with the duty, specified authorities must demonstrate evidence of productive co-operation, in particular with local Prevent co-ordinators, the police and local authorities, and co-ordination through existing multi-agency forums, for example Community Safety Partnerships'.

Sharing Information:

The PREVENT Duty Guidance (April 2021), informs that the Prevent programme must not involve any covert activity against people or communities. But specified authorities may need to share personal information to ensure, for example, that a person at risk of radicalisation is given appropriate support (for example on the Channel programme). Information sharing must be assessed on a case-by-case basis and is governed by legislation. To ensure the rights of individuals are fully protected, it is important that information sharing agreements are in place at a local level.

When considering sharing personal information, the specified authority should take account of the following:

- necessity and proportionality: personal information should only be shared where it is strictly necessary to the intended outcome and proportionate to it. Key to determining the necessity and proportionality of sharing information will be the professional judgement of the risks to an individual or the public;
- consent: wherever possible the consent of the person concerned should be obtained before sharing any information about them;
- power to share: the sharing of data by public sector bodies requires the existence of a power to do so, in addition to satisfying the requirements of the Data Protection Act 1998 and the Human Rights Act 1998;

Data Protection Act and the Common Law Duty of Confidentiality: in engaging with non-public bodies, the specified authority should ensure that they are aware of their own responsibilities under the Data Protection Act and any confidentiality obligations that exist.

Section 3: Local Authority safeguarding process for PREVENT

PREVENT Duty Guidance (April 2021) informs that 'with their wide-ranging responsibilities, and democratic accountability to their electorate, local authorities are vital to Prevent work. Effective local authorities will be working with their local partners to protect the public, prevent crime and to promote strong, integrated communities. HSLC will follow relevant local protocols and procedures that are in place in the event of concerns being identified for any individuals under 18 years of age (see Appendix 1), this includes potential referral to the local Channel reporting process. Concerns relating to adults will be shared directly with Humberside Police:

(<https://www.humberside.police.uk/terrorism/objectives-prevent-and-channel-process>).

The designated procedure for sharing information and where appropriate making referrals will be followed.

Section 4: HSLC Referral and Intervention process

Any identified concerns resulting from observed behaviour or reported conversations which suggest that a pupil supports terrorism and /or extremism will be reported to one of the named designated safeguarding professionals in school; (i.e. Kay Sullivan, Designated Safeguarding Lead, Safeguarding and Welfare Manager

Staff are aware of the need to follow HSLC Child Protection and Safeguarding Policy and procedures in situations where concerns are identified (see below: HSLC approach to tackling extremism and radicalisation and Vulnerability / Risk Factors)

In such situations, information should be communicated to the relevant HSLC safeguarding staff as priority in order that appropriate PREVENT / Channel action can be taken.

Where a young Person (under 18 years) is thought to be in need or there is a risk of significant harm which requires investigation then a contact will be made with prevent@eastriding.gov.uk/prevent@humberside.pnn.police.uk in line with the school child protection policy. Information relating to adults will be shared directly with Humberside Police following designated procedures.

Section 5: HSLC approach to tackling extremism and radicalisation

There is the potential for young people to be exposed to extremist influences or radical views from a variety of sources and media from an increasingly early age. On occasions, pupils may reflect or display views that may be extremist, prejudiced or discriminatory, including using derogatory language. Any such behaviour, displayed by learners or staff will always be challenged and dealt with in line with the relevant policies on student behaviour or staff conduct.

Staff training and sharing of information within school will equip staff to identify concerns and recognise extremism and ensure they are skilled and confident enough to challenge it. As part of wider safeguarding responsibilities staff will be alert to and report using established HSLC safeguarding procedures, for example in the event of any of the following. School now have a 'PREVENT Champion', with the DDSL completing enhanced and specialist training with the police towards ensuring school have most recent guidance, ensuring the continued ability to recognise and respond to risk effectively.

- Graffiti symbols, writing or art work promoting extremist messages or images
- Disclosures by students of their exposure to the extremist actions, views or materials of others outside of school, such as in their homes or community groups
- Use of extremist or 'hate' terms to exclude others or incite violence, including racist 'backlash' against the Black Lives Matter, in some cases, by the far right.
- Learners voicing opinions drawn from extremist ideologies and narratives
- Intolerance of difference, whether secular or religious or, in line with our equalities policy, views based on, but not exclusive to, gender, disability, sexuality, race, colour or culture
- Students accessing extremist material online, including through social networking sites
- Parental reports of changes in behaviour, friendship or actions and requests for assistance
- Anti-Western or Anti-British views
- Other local schools, local authority services, and police reports of issues affecting their students
- Attempts to impose extremist views or practices on others
- Anti-Chinese racism including verbal and physical assault following Covid-19 emergency

Through a variety of means – school ethos and values, positive role modelling, mainstream and Life Studies curriculum, Citizenship, mentoring, etc. – the HSLC community will strive to challenge and eradicate the myths and assumptions that can lead to some young people becoming alienated and disempowered, and susceptible to extremism and radicalisation. Central to this will be the goal of supporting pupils to build resilience to extremism and give them a positive sense of identity through the development of independent, critical thinking skills.

Section 6: National Guidance and Strategies

PREVENT is a key part of the Government's strategy to stop people becoming terrorists or supporting terrorism. Early intervention is at the heart of PREVENT in diverting people away from being drawn into terrorist activity. PREVENT happens before any criminal activity takes place. It is about recognising, supporting and protecting people who might be susceptible to radicalisation. The PREVENT strategy objectives are:

Ideology: respond to the ideological challenge of terrorism and the threat we face from those who promote it.

Individuals: prevent people from being drawn into terrorism and ensure that they are given appropriate advice and support

Institutions: work with sectors and institutions where there are risks of radicalisation which we need to address.

Section 6.1: Radicalisation

“A process by which an individual or group comes to adopt increasingly extreme political, social or religious ideals and aspirations that reject and / or undermine contemporary ideas and expressions of freedom of choice” LADO – Local Authority Designated Officer - Safeguarding) – DSL Training Day (03.07.15) (Designated Safeguarding Lead)

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 (HM Government Prevent Strategy 2011).

Section 7: The Prevent Duty

To fulfil the Prevent duty it is essential that staff are able to identify individuals who may be vulnerable to radicalisation / susceptible to a terrorist ideology and know how to respond in such cases.

Protecting children from the risk of radicalisation and extremism is seen as part of school's wider safeguarding duties, whether this is from within the family or the product of wider influence.

All school staff are aware that general safeguarding principles apply and concerns relating to the Prevent duty / radicalisation should be addressed in line with HSLC Child Protection and Safeguarding Policy. Specific staff training and general staff safeguarding briefings and distribution and availability of relevant guidance within school (electronic and hard copy), are the ways in which this is reinforced.

In line with guidance and training presented at WRAP, staff are mindful of the need to “Notice, Check and Share” any concerns with regard to radicalisation and extremism.

Section 8: Vulnerability / Risk indicators

The following lists are not exhaustive and all or none may be present in individual cases of concern. Nor does it mean that vulnerable young people experiencing these factors are automatically at risk of exploitation for the purposes of extremism. The accepted view is that a complex relationship between the various aspects of an individual's identity determines their vulnerability to extremism.

There is no such thing as a ‘typical extremist’ and those involved in extremism come from a range of backgrounds and experiences. The following indicators may help to identify factors that suggest a young person or their family may be vulnerable or involved with extremism:-

- Identity crisis - Distance from cultural/religious heritage and uncomfortable with their place in the society around them.
- Personal crisis - Family tensions; sense of isolation; adolescence ; low self-esteem; disassociating from existing friendship group and becoming involved with a new and different group of friends; searching for answers to questions about identity, faith and belonging.

- Personal circumstances - Migration; local community tensions; events affecting country or region of origin; alienation from UK values; having a sense of grievance that is triggered by personal experience of racism or discrimination or aspects of Government policy
- Unmet aspirations and perceptions of injustice; feeling of failure; rejection of civic life
- Criminality - Experiences of imprisonment; poor resettlement/reintegration, previous involvement with criminal groups

Access to extremist influences

- Reason to believe that the young person associates with those known to be involved in extremism
- Possession or distribution of extremist literature/other media material likely to incite racial/religious hatred or acts of violence.
- Use of closed network groups via electronic media for the purpose of extremist activity.

Experiences, Behaviours and Influences

- Experience of peer, social, family or faith group rejection.
- International events in areas of conflict and civil unrest had a personal impact on the young person resulting in a noticeable change in behaviour
- Verbal or written support of terrorist attacks
- First hand experience of racial or religious hate crime
- Extended periods of travel to international locations known to be associated with extremism
- Evidence of fraudulent identity/use of documents to support this
- Experience of disadvantage, discrimination or social exclusion
- History of criminal activity
- Pending a decision on their immigration/national status

More critical risk factors include:

- Being in contact with extremist recruiters
- Articulating support for extremist causes or leaders
- Accessing extremist websites, especially those with a social networking element
- Possessing extremist literature
- Justifying the use of violence to solve societal issues
- Joining extremist organisations
- Significant changes to appearance/behaviour