

# Hexham First School



## **Prevent Duty Policy December 2024 Review date : December 2025**

### **Contents**

- 1. Statement of intent**
- 2. Legal Framework**
- 3. Definitions**
- 4. Roles and responsibilities**
- 5. Safeguarding from extremism**
- 6. Channel and Prevent**
- 7. Preventing radicalisation**
- 8. Making a judgement**
- 9. Community links**
- 10. Making a referral**
- 11. Promoting fundamental British values**
- 12. Monitoring and review**

### **1. Statement of intent**

Hexham First School deplores terrorism of every kind and of any radical ideology. We will do anything we can to protect our pupils from the threat of terrorism and will not tolerate extremism or radicalisation in our school. Our zero-tolerance approach to extremism and terrorism includes interventions, exclusions and involving third parties such as the police. We support and adhere to guidance from the DfE which requires schools to actively promote fundamental British values and to ensure that pupils are encouraged to regard people of all faiths, races and cultures with respect and tolerance. This policy relates to the radicalisation of pupils at our school.

### **2. Legal framework**

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
- Data Protection Act 2018
- UK GDPR

This policy also has due regard to statutory and non-statutory departmental advice, including, but not limited to, the following:

- DfE (2015) 'The Prevent duty'
- HM Government (2021) 'Revised Prevent Duty Guidance: for England and Wales' • DfE (2021) 'Keeping children safe in education 2024' (KCSIE)
- DfE (2018) 'Working Together to Safeguard Children'
- Home Office (2021) 'Channel Duty guidance: protecting people vulnerable to being drawn into terrorism'

This policy operates in conjunction with the following school policies and documents:

- Business Continuity Plan
- Child Protection and Safeguarding Policy
- Data Protection Policy
- E-Safety Policy

### 3. Definitions

For the purpose of this policy:

**Extremism** – is defined as vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and the mutual respect and tolerance of different faiths and beliefs. This includes calling for the death of members of the armed forces.

**Radicalisation** – is defined as the process by which an individual or group comes to support terrorism and extremist ideologies associated with terrorist groups.

**Terrorism** – is defined as violent threats or actions designed to influence government or intimidate the public with the purpose of advancing a political, religious or ideological cause. This includes endangering or causing serious violence to a person or people, serious damage to property, and seriously interfering or disrupting an electronic system.

### 4. Roles and responsibilities

The headteacher is 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 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 to determine whether pupils are at risk of being drawn into terrorism.
- Identifying extremist risks in the local area.
- Ensuring any visitors and speakers at the school are appropriate and vetted prior to them having access to pupils.

The Designated Safeguarding Lead (DSL), and any deputies, are responsible for:

- Handling any referrals to the Channel programme and supporting staff who make referrals to Channel.
- Following up any referrals made to the Channel programme.
- Provide 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.

All staff members are 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 be in need of 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 the Channel programme.
- 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.

## **5. Safeguarding from extremism**

- The school protects the right to freedom of expression. This policy is not intended or designed to restrict or prevent legitimate and lawful congregation or debate.
- The school has a dedicated DSL who deals with any incidents of extremism and or terrorism within our school community.
- As is the school's responsibility under law, we will do our utmost to safeguard our pupils from being drawn into extremism and terrorism.
- The school has strong relationships with our local safeguarding partners, and will not hesitate to involve them at the earliest opportunity if safeguarding issues arise.
- The school encourages any pupil, parent, staff member or member of the wider school community to let our DSL know 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 school and wider community attempting to draw young and/or vulnerable pupils into extremism.
  - Visitors and speakers coming into the school will be vetted prior to them having access to pupils.
  - All materials handed out to pupils, whether by visitors or speakers, will be checked by the headteacher.

- Pupil-led groups, clubs and societies will be subject to monthly unannounced inspections by our DSL.

## **6. 'Channel' and 'Prevent'**

Channel, a key element of the Home Office's Prevent strategy, is a multi-agency approach to protect people at risk from radicalisation. The school will work with the LA, local law enforcement, and religious and community leaders, to identify children vulnerable to radicalisation and to challenge extremism if it arises. This includes identifying pupils to whom any of the following criteria applies:

- Displaying feelings of grievance and injustice
- Feeling under threat
- Searching for identity, meaning and belonging
- Displaying a desire for status amongst their peers
- Displaying a desire for excitement and adventure
- Displaying a need to dominate and control others
- Displaying a susceptibility to indoctrination
- Displaying a radical desire for political or moral change
- Appearing susceptible to opportunistic involvement
- Having family or friends involved in extremism
- Appearing susceptible to being influenced or controlled by a group
- Displaying relevant mental health issues

## **7. Preventing radicalisation**

- The school 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.
- Allegations and concerns of radicalisation and/or terrorism will always be taken seriously and staff will act proportionately, which may include making a Prevent referral.
- Where appropriate, pupils will be helped to channel their desire for excitement and adventure into suitable and healthy activities.
- Extremist propaganda is widely available online – the school will ensure that British values are promoted regularly to encourage pupils to develop an appreciation of society. The school 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.
- The school recognises that pupils' parents and families are best-placed to spot signs of radicalisation and, as such, will promote effective engagement with parents and families.
- All internet activity that takes place on site will be recorded, as well as activity on any school-owned computers, laptops and tablets off site, and appropriate filters will be installed to protect children from terrorist and extremist material online, in accordance with the Online Safety Policy. In accordance with KCSIE and our Child Protection and Safeguarding Policy, pupils will be taught about the importance of staying safe online through PSHE lessons.
- We 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.
- The school 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 school will take action proportionate to the incident or risk.

## 8. Making a judgement

Although extremist behaviour can be presented in many forms, the school understands the following as the most obvious risk factors:

- Disclosure about extremist or radicalised behaviour by pupils – this could include exposure to materials outside of school
  - Use of specific terms associated with certain ideological views, e.g. 'hate' language
  - Intelligence reports from local and national agencies regarding the radicalisation of groups of people in the local area
  - Focus on specific narratives that highlight particular extremist views
  - Evidence of accessing online materials that include extremist materials
  - Refusal to accept views expressed by others.
  - Documented concerns raised by parents or family members about the changing behaviour of the pupil
  - References to an extremist narrative in pupils' work
  - Disassociation from existing friendship groups
  - A loss of interest in activities which they previously engaged in
  - Asking questions about identity, faith and belonging
  - Behavioural characteristics, such as low self-esteem, isolation, and perceptions of failure and injustice
  - Family tensions
  - Migration
  - Events affecting their country or region of origin
  - Alienation from UK values
  - Grievance triggered by personal experience of racism or discrimination
  - Inappropriate forms of dress
  - Property damage
  - Refusal to cooperate with the requests of teachers or other adults
- When assessing whether a pupil is at risk of radicalisation, staff will ask themselves the following questions:
- Does the pupil have access to extremist influences through the internet?
  - Does the pupil possess or actively seek extremist material?
  - Does the pupil sympathise or support extremist groups or behaviour in their speech or written work?
  - Does the pupil's demeanour suggest a new social, religious or political influence, e.g. through jewellery or clothing?
  - Has the pupil previously been a victim of a race hate or religious crime?
  - Has the pupil experienced any major disagreements with their peers, family or faith groups, leading to rejection, isolation or exclusion?
  - Does the pupil display an irregular and distorted view of religion or politics?
  - Does the pupil display a strong objection towards specific cultures, faiths or race?
  - Is the pupil a foreign national awaiting a decision regarding deportation or immigration?
  - Is there an irregular pattern of travel within the pupil's family?
  - Has the pupil witnessed or suffered from trauma or violence in a war zone or through sectarian conflict?
  - Is there evidence of a relative or family friend displaying extremist views?
  - Has the pupil travelled for extended periods of time to international locations?
  - Does the pupil have experience of poverty, disadvantage, discrimination or social exclusion?
  - Does the pupil display a lack of affinity or understanding for others?

- Is the pupil a victim of social isolation?
- Does the pupil have insecure, conflicted or absent family relationships? Critical indicators include where a pupil is:
  - In contact with extremist recruiters.
  - Articulating support for extremist causes or leaders.
  - Accessing extremist websites.
  - Possessing extremist literature.
  - Using extremist narratives and a global ideology to explain personal disadvantage.
  - Justifying the use of violence to solve societal issues.
  - Joining extremist organisations.
  - Making significant changes to their appearance and/or behaviour.

The DSL, and any deputies, will undergo annual Prevent awareness training in order to provide advice and support to staff on protecting pupils from the risk of radicalisation. Staff will undergo regular Prevent awareness training, delivered by the DSL, in order to ensure that they are up-to-date to recognise indicators of radicalisation. Staff, including the DSL and any deputies, will also undergo regular training in response to any updates.

The school will encourage staff to engage with online government resources, including the website Educate Against Hate, and the Prevent e-learning modules provided by the Home Office. The Headteacher at Hexham First School engages with the Home Office Annual Prevent training modules

## **9. Community links**

The school will engage in annual community discussions with local community and religious leaders, and local law enforcement. The school will include discussion about extremism and terrorism in our governing body meetings. The school will operate an open-door policy for community members to report concerns. The school will open our doors to the community for festivals, religious and other events. The school will select a range of charities to support across the year which represent our school community, including local community groups.

## **10. Making a referral**

In accordance with the school's Child Protection and Safeguarding Policy, if any member of staff has concerns about a pupil, they will raise this with the DSL. Parents will be contacted to discuss the issue and investigate where there are any mitigating home circumstances, unless doing so would put the pupil at further risk of harm. A decision will be made at this meeting to determine whether a referral should be made to the Channel programme. In most cases, the DSL will refer a case to the Channel programme where there is a radicalisation concern, as appropriate. Staff members may make referrals to the Channel programme if they deem it necessary – the DSL will be notified in all cases and will support staff members who do so.

Staff members will be informed that they may be asked to attend a Channel panel to discuss the pupil who has been referred to determine whether support is required. The LA's Channel panel will decide which support, if any, is required and arrange for this support to be implemented. The DSL will follow up any referrals and the pupil will be monitored for a period of time to determine whether there have been any changes in behaviour.

Parents will be consulted during this period, unless doing so would put the pupil at further risk of harm. If any concerns are raised, the DSL will contact the Channel programme to discuss further steps. The DSL will record and retain all incidents for school records in accordance with the Data Protection Act 2018 and the GDPR, as outlined in the Data Protection Policy.

## **11. Promoting fundamental British values**

Through the national curriculum, the school will:

We ensure that the fundamental British Values are introduced, discussed and lived out through the ethos and work of the school. All curriculum areas provide a vehicle for furthering understanding of these concepts and, in particular, our character curriculum, No Outsiders curriculum, Commando Joes, RE, PSHE and Assemblies provide opportunities to deepen and develop understanding.

We encourage our children to be creative, unique, open-minded and independent individuals, respectful of themselves and of others in our school, our local community and the wider world. We aim to nurture our children on their journey through life so they can grow into safe, caring, democratic, responsible and tolerant adults who make a positive difference to British Society and to the world.

At Hexham First School, we also uphold and actively promote British values in the following ways:

### **Democracy**

At HexhamFirst School, children's awareness of democracy begins in Early Years, where younger children are given the opportunity to cultivate self-confidence and self awareness , developing collaboration and decision making skills. As children mature, they are encouraged to work together, take turns and negotiate outcomes in both learning and play situations. Our pupils are able to put themselves forward to stand as school councillors at the beginning of each school year and elected pupils represent their classes wishes in many issues such as themes for charitable fundraising, ideas for local involvement, choosing playground equipment and evaluating learning opportunities. Pupil questionnaires are completed each year, and from this, an action plan is devised.

### **Rule of Law**

The importance of laws and rules, whether they are those that govern the class, the school or the country, are consistently reinforced throughout regular school days. Our system for behaviour is aligned to an agreed code - Ready, Respectful and Safe. Our character values are known as The Hexham Way and are deeply embedded in our work every day. Rules and expectations are clear, fair and regularly promoted. Each class also discusses and sets its own rules that are clearly understood by all and seen to be necessary to ensure that every class member is able to learn in a safe and ordered environment. Pupils are helped to distinguish right from wrong. Pupils are helped to respect the law. They are taught the value and reasons behind laws, that they govern and protect us, the responsibilities that this involves and the consequences when laws are broken. Children are clear on the function and implementation of the behaviour policy. The Behaviour and Anti-Bullying policies encourage the restorative justice process to resolve conflict. The school has zero-tolerance for any form of aggression, abuse or violence, which extends to pupils, staff and parents/carers. We are committed to praising children's efforts. Children are rewarded not only for achievement in curriculum areas, but also for behaviour. Rewards are given in the form of stickers, Dojo points and certificates. Children's achievements are also recognised during Celebration Assemblies every Friday.

**Equality of Opportunity** At Hexham First School we believe that positive actions are fundamental in ensuring all stakeholders in our school have equal chance to achieve, participate and fulfil their roles in school and the wider community. Equality for all helps us to develop a sense of identity, social justice and to be successful as individuals, as a school and as a community. We understand equity to

mean treating everyone fairly and with dignity and by valuing their individual characteristics such as age, disability, sex, race, religion or belief, sexual orientation, gender reassignment, marriage and civil partnership, and pregnancy and maternity. We further understand that people have different needs, situations and goals and some people may experience additional barriers and challenges. Assemblies tackle issues involving prejudices and prejudice-based bullying. We are in contact with local residential homes, giving the children the opportunity to cultivate intergenerational awareness. We regularly support local food banks and children choose charitable and community projects to become involved with. All children have equal access to the curriculum and we run a range of extra-curricular clubs available to all.

**Individual Liberty** We invest a great deal of time in creating a positive culture in our school so that children feel that they are in a safe environment where choices and freedoms are encouraged.

Through our school values, The Hexham Way and our PHSE curriculum, children are encouraged to build a positive sense of themselves, reflecting on their behaviour and achievements and the outcomes of choices that they have made and how these impact on others. Pupils are empowered to make informed, safe, moral choices recognising not only their own right to liberty, but understanding that others have that right too. Assemblies regularly focus on the issues faced by others in our wider society, for example homelessness, refugees and victims of conflict.

**Mutual respect and Tolerance of those with different Faiths and Beliefs**

Children are encouraged to treat others as they would wish to be treated themselves. They learn how to be part of a community, manage their feelings and form relationships. The school has an ethos of inclusivity where different views, faiths and cultures are valued. We follow the Northumberland RE syllabus which gives the children the opportunity to learn about different faiths. We strongly believe that tolerance relies on understanding and we have interfaith and cultural events and visitors where we give children the opportunity to explore the main ideas behind different religions and cultures as well as visit places of cultural and religious interest in the locality. Our anti-Bullying week ensures that children are equipped to recognise their role in challenging bullying and antisocial behaviours.

## **12. Monitoring and review**

This policy is reviewed annually by the headteacher. The next scheduled review date for this policy is December 2025.