


Foreland Fields School Prevent Duty Policy



Governing Body Approval and Categories

Date of Last Review / Scrutiny	24 th September 2024
Date (Month / Year) of Next Review /Scrutiny	September 2025
Date Policy was Ratified	2 nd October 2024
Category of the Policy	Safeguarding
Named Lead for Writing the Policy	Headteacher
Named Governor for Scrutiny	Governors Responsible for Safeguarding – Lucy Taylor and Amy Moat
Approval Body	Full Governing Body
Display on Main Web Site	Yes
NOTE: IF THIS POLICY HAS BEEN SCRUTINISED BY A DIFFERENT LEAD GOVERNOR OR BEEN RATIFIED BY A DIFFERENT GOVERNING TEAM PLEASE STATE WHICH TEAM	-
Signed – Chair of Governors	 2-10/24

United Nations Convention on the Rights of the Child

Foreland Fields School is a Rights Respecting School thereby this policy ensures that the following rights are acknowledged:



Article 14 (freedom of thought, belief and religion)

Every child has the right to think and believe what they choose and also to practise their religion, as long as they are not stopping other people from enjoying their rights.

Article 15 (freedom of association)

Every child has the right to meet with other children and to join groups and organisations, as long as this does not stop other people from enjoying their rights.

Article 17 (access to information from the media)

Every child has the right to reliable information from a variety of sources, and governments should encourage the media to provide information that children can understand. Governments must help protect children from materials that could harm them.

Article 30 (children from minority or indigenous groups)

Every child has the right to learn and use the language, customs and religion of their family, whether or not these are shared by the majority of the people in the country where they live.

Article 36 (other forms of exploitation)

Governments must protect children from all other forms of exploitation, for example the exploitation of children for political activities, by the media or for medical research.

Foreland Fields School

Prevent Duty Policy

The Prevent Duty

The aim of Prevent is to stop people from becoming terrorists or supporting terrorism. Prevent also extends to supporting the rehabilitation and disengagement of those already involved in terrorism.

The Prevent duty requires specified authorities such as education, health, local authorities, police and criminal justice agencies (prisons and probation) to help prevent the risk of people becoming terrorists or supporting terrorism.

Foreland Fields School is aware of our duty under section 26 of the Counter-Terrorism and Security Act 2015 (the CTSA 2015), to have “due regard to the need to prevent people from being drawn into terrorism”, also known as the Prevent duty and the specific obligations placed upon us as an education provider.

Background to the Policy

The Counter-Terrorism and Security Act (July 2015) requires the proprietors of schools to "have due regard, in the exercise of their functions, to prevent people from being drawn into terrorism".

The Prevent strategy is part of ‘CONTEST’, the strategy for countering terrorism that was published by the Government in July 2011. The ‘Prevent’ strand aims to stop people becoming terrorists or supporting terrorism.

The objectives of Prevent are to:

- tackle the ideological causes of terrorism
- intervene early to support people susceptible to radicalisation
- enable people who have already engaged in terrorism to disengage and rehabilitate

Related Guidance and Policy Documents

- Counter-Terrorism and Border Security Act (2019)
- The Children Act (2004)
- The Education Act (2002)
- Working Together to Safeguard Children (2023)
- Keeping Children Safe in Education (September 2024)
- Promoting fundamental British values as part of SMSC in schools: Departmental advice for maintained schools (DfE 2014)
- How Social Media is used to encourage travel to Syria and Iraq – Briefing Note for Schools (2015)
- The Prevent Duty: An introduction for those with Safeguarding Responsibilities – Updated September 2023
- Keeping Children Safe in Education (September 2023)

- Prevent Duty Guidance: for England and Wales (Updated March 2024)

Persons with Responsibility for Safeguarding and Radicalisation and Extremism

Adrian Mount (Headteacher) – Designated Safeguarding Lead (DSL).

The DSL Will:

- be the point of contact to oversee and coordinate the school's implementation of the Prevent duty.
- undertake prevent awareness training.
- carry out a risk assessment addressing the school's approach to this policy.
- provide Prevent Duty (Workshop for Raising Awareness of Prevent) training to all staff so that they (a) understand the general risks affecting pupils at the school; (b) are able to identify individual children who might be at risk of radicalisation; and (c) know what to do to support these children.
- provide advice and support to staff/parents on protecting pupils from the risk of radicalisation.
- Liaise, when appropriate, with local partners, including the Police and the Kent Safeguarding Children Multi-Agency Partnership, to establish what advice and support they can provide and to seek guidance on the general levels of risk within the local area.
- have responsibility for ensuring that any visiting speakers whether invited by staff or pupils are suitable and are appropriately supervised.
- receive safeguarding concerns about children and young people who may be vulnerable.
- work in partnership with the KSCMP on all matters covered by this policy and the School will follow any locally agreed procedures which are set out by the KSCMP.

This Policy should be Read in Conjunction with the Following School Policies:

- Child Protection Policy
- Online Safety Policy
- Anti-Bullying Policy
- Positive Behaviour Policy
- Staff Behaviour Policy
- Health and Safety Policy
- Whistleblowing Policy
- Promoting Fundamental British Values Policy
- Lettings Policy

Definition

Keeping Children Safe in Education (KCSIE) 2024 has provided an updated definition of radicalisation which it defines as: 'the process of a person legitimising support for, or use of, terrorist violence'.

KCSIE defines Extremism as the vocal or active opposition to our fundamental values, including democracy, the rule of law, individual liberty and the mutual respect and tolerance of different faiths and beliefs. This also includes calling for the death of members of the armed forces

Terrorism is defined in KCSIE 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

Aims

- To ensure all staff understand the risks of radicalisation within our school and how this risk may change from time to time.
- To ensure staff are aware of the Prevent Strategy and are able to protect pupils who are vulnerable or may be at risk of being radicalised.
- To ensure parents, carers, stakeholders and visitors to the school are aware of their responsibilities with regards to minimising the risks of radicalisation.
- Build pupils' resilience to radicalisation by promoting fundamental British values and enabling them to challenge extremist views.

We ensure that through our school vision, values, rules, curriculum pathways and teaching, we promote tolerance and respect for all cultures, faiths and lifestyles. The Headteacher ensures that this ethos is reflected and implemented effectively in school policy and practice and that there are effective risk assessments in place to safeguard and promote students' welfare.

Vulnerability to Radicalisation or Extreme View Points from the Internet

'Although there is no single way of identifying whether a child is likely to be susceptible to radicalisation into terrorism, there are factors that may indicate concern. It is possible to protect people from extremist ideology and intervene to prevent those at risk of radicalisation being drawn to terrorism'. Keeping Children Safe in Education 2024

The breadth of issues classified within online safety is considerable and ever evolving and the threat of radicalisation and extremism through the internet continues to be of concern.

The school recognises its duty to protect pupils from indoctrination into any form of extreme ideology which may lead to the harm of self or others. This is particularly important because of the electronic information available through the internet. The school will therefore aim to do the following:

- Educate pupils on the appropriate use of social media and the dangers of downloading and sharing inappropriate material including that which is illegal under the Counter-Terrorism Act.
- Ensure that pupils are unable to access any inappropriate internet sites whilst using the school computers / laptops / tablets through the use of appropriate filtering, firewalls and security settings, including school devices used within the home setting.
- Educate pupils on the concepts of radicalisation and extreme ideology.
- Inform pupils on the importance of Internet Safety through the Computing, PSHE and other relevant teaching opportunities.

Visitors to the School

In order to safeguard pupils from visitors to the school who may have extreme or radical views the school will:

- Ensure all visitors book into the main office and state the purpose of their visit. The school will take immediate action if any individual or group is perceived to be attempting to influence members of the school community, either physically or electronically.
- Check any organisations which wish to have relationships with the school, e.g. for rentals, particularly those in the voluntary sector.

Staff Training

In order to fulfil the requirements of the Prevent Duty the school will:

- Ensure the Designated Safeguarding Lead (DSL) undertakes Prevent awareness training and is able to provide advice and support to other members of staff on protecting children from the risk of radicalisation.
- Ensure staff are trained to be vigilant in spotting signs of extremist views and behaviours and that they always report anything to the Designated Safeguarding Leads which may suggest a pupil, staff member, family member or visitor is expressing opinions which may cause concern. Staff should follow the usual reporting procedures as for any other safeguarding concern as laid out in the School's Child Protection / Safeguarding Policy.
- Ensure staff understand the importance of monitoring pupil absences and promptly address concerns about irregular absence with parents and / or carers.
- Ensure staff and governors are aware of how to identify and respond to risks to children From Extreme or Radical Views.

Channel

Channel is a programme which focuses on providing support at an early stage to people who are identified as being vulnerable to being drawn into terrorism. It provides a mechanism for schools to make referrals if they are concerned that an individual might be vulnerable to radicalisation.

All staff and Governors are expected to undertake Channel training (face to face or online) which:

- Explains how Channel links to the Government's counter-terrorism strategy (Contest).
- Describes the Channel process and its purpose.
- Identifies factors that can make people vulnerable to radicalisation.

Signs of Radicalisation

Foreland Fields School recognises that our children are vulnerable to extremist ideology and radicalisation and staff will be alert to changes in children's behaviour which could indicate that they may be in need of help or protection.

Signs of possible radicalisation can include;

- People losing interest with their regular friends.
- People using derogatory terms for rival groups.

- People showing "technical expertise" in areas such as survival skills and chemicals.
- People showing sympathy for extremist causes.
- People glorifying violence.
- People making remarks or comments about being at extremist events or rallies outside school.
- Evidence of possession of illegal or extremist literature.
- Advocating messages similar to those coming from illegal organisations or other extremist groups.
- Out of character changes in dress, behaviour and peer relationships (but there are also very powerful narratives, programmes and networks that young people can come across online so involvement with particular groups may not be apparent).
- Secretive behaviour.
- Online searches or sharing extremist messages or social profiles.
- Intolerance of difference, including faith, culture, gender, race or sexuality.
- Graffiti, art work or writing that displays extremist themes.
- Attempts to impose extremist views or practices on others.
- Advocating violence towards others.

Curriculum

Foreland Fields School ensures its pupils are offered broad and balanced curriculum pathways delivered by skilled teachers which aim to prepare them for life, encouraging them to show tolerance of, and celebrate, difference and diversity, whilst also ensuring that they thrive, feel valued and are not marginalized.

PSHE is an effective way of providing pupils with time to explore sensitive or controversial issues, equipping them with the knowledge and skills to understand and manage difficult situations. The computing curriculum continually emphasises the importance of online safety, which includes not divulging personal information over the internet.

Foreland Fields School values freedom of speech and the expression of beliefs / ideology as fundamental rights underpinning society's values. Pupils regularly participate in discussion, with speaking and listening being embedded in all subjects. Pupils and teachers speak freely and voice their opinions. However, there is an understanding that freedom comes with responsibility and free speech that is designed to manipulate the vulnerable or that leads to violence and harm of others goes against the moral principles in which freedom of speech is valued.

How our School Promotes British Values

Maintained schools have obligations under section 78 of the Education Act 2002 to promote the spiritual, moral, cultural, mental and physical development of pupils at the school and of society. Government advice states the requirements to actively promote fundamental British values. These values are explicit within our everyday practice as well as curriculum pathways.

Democracy

Pupils have the opportunity to contribute more widely to school life through our “Student Voice”. Every Key Stage is given the opportunity to elect a member to the body whereby pupils meet with senior leaders to discuss their learning and ideas for their school.

Classrooms are run along democratic principles. Pupils are given equal opportunities to contribute orally. No one individual is allowed to dominate and to steal time from the majority. Rules are explained and breaches of those rules are challenged by staff. The rationale for that challenge is usually based on the argument that poor behaviour from one person has an impact on everyone.

There are also many opportunities to learn about democracy within classroom practice, for example pupils voting on what music to listen to during break times or where to visit for an end of term treat.

The Rule of Law

At Foreland Fields School we promote the importance of the rule of law. Pupils see that this is important through our day to day work. Accountability is stressed to all stakeholders including staff (teacher’s standards, performance management/appraisal and coaching sessions), Pupils (behaviour policy) and Governors. Class groups often write their own class rules which each pupil is expected to abide by. These are firmly based on British values.

Opportunities to learn about the rule of law are built into PSHE.

Individual Liberty

As a school we educate and provide boundaries for pupils to make choices, through the provision of a safe environment. Pupils are actively encouraged to make appropriate choices.

As pupils move through the school, privileges are gained such as no longer wearing uniform in upper school. For all pupils there are elements of choice for lunch, within healthy boundaries. Pupils are offered independent support and guidance from our career’s advisor over choices regarding future pathways.

Many pupils have difficulty with communication and are therefore introduced to a variety of systems which empower them to ‘have a voice’. These include Makaton sign language and PECS (Picture Exchange Communication System) which ensures that pupils are afforded the right to communicate, make choices and express themselves.

A number of our Deaf and hard of hearing pupils/students are also taught to use British Sign Language.

Mutual Respect

At Foreland Fields School we strive to foster strong working relationships between staff and pupils, between colleagues and between staff and parents. A positive understanding of differences and willingness to listen to the views of others is embedded in our daily practices.

Behaviour Policies promote good behaviour and challenge poor behaviour so that all pupils respect others and give them the opportunity to succeed. We take seriously our duty to prevent victimisation of any individual and we carefully analyse any incidents where racist, homophobic or sexist actions could hurt others.

PSHE places a strong emphasis on respect for individuals and the celebration of difference.

Tolerance of Other Faiths and Beliefs

At Foreland Fields School we endeavor to ensure that we are enhancing pupils' understanding of their place in a culturally diverse society by offering them varied opportunities for them to experience this first hand. There are activities planned and guest speakers invited into school to learn about other faiths, beliefs and cultures not just in this country but around the world.

Assemblies and discussions involving prejudices and prejudice-based bullying have been supported by learning within Religious Education (RE) and PSHE. RE provides the opportunity for pupils to learn about a variety of different faiths including, Christianity, Buddhism, Sikhism, Judaism and Hinduism.

We wish our pupils to become active citizens and we work hard in school to ensure that these core values are promoted for all. The school's promotion of these core values ensures a steady progression of attitudes and qualities.

In summary, we prepare our pupils for life in a complex modern Britain.

Risk Assessments

The Headteacher is responsible for carrying out risk assessments to assess the risk of pupils being drawn into terrorism, including support for extremist ideas which are part of terrorist ideology.

Parents are asked the following questions as part of their child's annual review:

- Do you monitor your child's internet usage?
- Do you have any concerns about your child's vulnerability whilst online?
- Does your child access the community, including clubs and activities, outside of the home without adult supervision?
- Do you have any concerns about your child's vulnerability to radicalisation and extremism?
- Do you know about the school approach to Prevent?
- Would you like to make an appointment with a member of the safeguarding team to discuss any concerns you have regarding Prevent?

Should this lead to concerns regarding a child's vulnerability to radicalisation or extremism, parents are directed to the Headteacher in order to plan an approach.

Parents/Carers

This policy will be shared with parents and carers of pupils at Foreland Fields School. It is important that they are aware of the risks and are able to protect their children, particularly those who are vulnerable or may be at risk of being radicalised. Parents and carers are encouraged to install filtering/firewalls on internet accessible devices and ensure they have appropriate security settings. Staff at Foreland Fields School are available to advise parents and carers on both the Prevent Duty and online safety.

Hiring and Lettings

The school will check any organisations, particularly those in the voluntary sector, who wish to enter into a lettings agreement with the school in order to confirm that they do not have any extreme or radical views, nor that the hire is for purposes of preaching extremist views or radicalisation.

Lettings will not be made to persons under the age of 18, or to any organisation, group or individual with an unlawful or extremist background or to anybody to whom the school does not wish to hire the premises.

Managing Referrals and Working in Partnership

Any pupil who is deemed to be at risk of being radicalised or extremism will be referred by the school's Designated Safeguarding Team as appropriate through the Local Authority Channel Referral and Intervention processes.

The School will work in partnership with the relevant agencies to seek advice, support and guidance, drawing on multi-agency expertise, to support pupils at risk of harm.

How to Raise Concerns

In addition to in-school safeguarding mechanisms, contacts at the Department for Education can be used if someone is concerned about extremism in a school or organisation that works with children, or if they think a child might be at risk of extremism:

- Email: counter.extremism@education.gsi.gov.uk
- If anyone is concerned about extremism in any school or organisation that works with children, or want further advice on what to do if you think a child might be at risk of extremism, contact the DfE Counter Extremism Helpline on 020 7340 7264. Open Monday to Friday from 9am to 5pm (excluding bank holidays).
- Counter Terrorism Confidential Hotline - 0800 789 321. There is also a Metropolitan Police online tool to report possible terrorist activity:
<https://www.met.police.uk/advice/advice-and-information/t/terrorism-in-the-uk/how-to-report-possible-terrorist-activity/>