

TONBRIDGE FEDERATION POLICY

Policy name	Prevent (incorporating British Values)
School in which policy applies	Hugh Christie and Long Mead
Date written	March 2023
Date agreed by Governing Body	March 2023
Date of renewal	With Safeguarding Policy
Senior member of staff with oversight	Paul Bargery
Governor with oversight	Sue Mason



Introduction

From 1 July 2015 all schools are subject to a duty under section 26 of the Counter-Terrorism and Security Act 2015, in the exercise of their functions, to have “due regard to the need to prevent people from being drawn into terrorism”.

This duty is known as the Prevent duty. It applies to a wide range of public-facing bodies. Bodies to which the duty applies must have regard to the statutory guidance.

The Tonbridge Federation is fully committed to safeguarding and promoting the welfare of all its pupils. As a Federation we recognise that safeguarding against radicalisation is no different from safeguarding against any other vulnerability. All Federation staff are expected to uphold and promote the fundamental principles of British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs.

The Prevent duty: what it means

In order to fulfil the Prevent duty, it is essential that staff are able to identify children who may be vulnerable to radicalisation, and know what to do when they are identified. Protecting children from the risk of radicalisation should be seen as part of our wider safeguarding duties, and is similar in nature to protecting children from other harms (e.g. drugs, gangs, neglect, sexual exploitation), whether these come from within their family or are the product of outside influences.

We build pupils’ resilience to radicalisation by promoting fundamental British values and enabling them to challenge extremist views.

It is important to emphasise that the Prevent duty is not intended to stop pupils debating controversial issues. On the contrary, we should provide a safe space in which children, young people and staff can understand the risks associated with terrorism and develop the knowledge and skills to be able to challenge extremist arguments.

The statutory guidance on the Prevent duty summarises the requirements on schools in terms of four general themes: risk assessment, working in partnership, staff training and IT policies.

Risk assessment

The statutory guidance makes clear that schools and childcare providers are expected to assess the risk of children being drawn into terrorism, including support for extremist ideas that are part of terrorist ideology. This means being able to demonstrate both a general understanding of the risks affecting children and young people in the area and a specific understanding of how to identify individual children who may be at risk of radicalisation and what to do to support them.

The general risks affecting children and young people may vary from area to area, and according to their age. We are in an important position to identify risks within a given local context. It is important that we understand these risks so that they can respond in an appropriate and proportionate way.

At the same time we should be aware of the increased risk of online radicalisation, as terrorist organisations such as ISIL seek to radicalise young people through the use of social media and the internet.

There is no single way of identifying an individual who is likely to be susceptible to a terrorist ideology. As with managing other safeguarding risks, staff should be alert to changes in children's behaviour which could indicate that they may be in need of help or protection. Children at risk of radicalisation may display different signs or seek to hide their views. We should all use our professional judgement in identifying children who might be at risk of radicalisation and act proportionately. Even very young children may be vulnerable to radicalisation by others, whether in the family or outside, and display concerning behaviour. The Prevent duty does not require teachers or support staff to carry out unnecessary intrusion into family life but as with any other safeguarding risk, they must take action when they observe behaviour of concern.

Our procedures for raising concern about a child being at risk of radicalisation are set out in existing safeguarding policies. General safeguarding principles apply to keeping children safe from the risk of radicalisation.

It may be appropriate to make a referral to the Channel programme. 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. An individual's engagement with the programme is entirely voluntary at all stages.

Working in partnership

The Prevent duty builds on existing local partnership arrangements. The Kent Safeguarding Children Multi-Agency Partnership (KSCMP) is responsible for co-ordinating what is done by local agencies for the purposes of safeguarding and promoting the welfare of children in their local area. Safeguarding arrangements should already take into account the policies and procedures of the KSCMP. For example, KSCMP publish threshold guidance indicating when a child or young person might be referred for support. Local authorities are vital to all aspects of Prevent work. In some priority local authority areas, Home Office fund dedicated Prevent co-ordinators to work with communities and organisations, including schools.

Other partners, in particular the police and also civil society organisations, may be able to provide advice and support to schools on implementing the duty. Effective engagement with parents / the family is also important as they are in a key position to spot signs of radicalisation. It is important to assist and advise families who raise concerns and be able to point them to the right support mechanisms.

Staff training

The statutory guidance refers to the importance of Prevent awareness training to equip staff to identify children at risk of being drawn into terrorism and to challenge extremist ideas.

At the Tonbridge Federation:

- At least one Designated Safeguarding Lead must undertake Prevent awareness training and is able to provide advice and support to other members of staff on protecting children from the risk of radicalisation.
- At least once a year, all staff are reminded of their duties under Prevent through a staff meeting
- All new staff are reminded of their duties under Prevent as part of their safeguarding induction

IT policies

The statutory guidance makes clear the need for schools to ensure that children are safe from terrorist and extremist material when accessing the internet in schools. The Tonbridge Federation has suitable filtering in place which is tested by the DSL to ensure it is compliant.

We also have an important role to play in equipping children and young people to stay safe online, both in school and outside. Internet safety is integral to a school's PHSE and ICT curriculum.

As with other online risks of harm, every teacher needs to be aware of the risks posed by the online activity of extremist and terrorist groups. Building children's resilience to radicalisation as explained above, we can build pupils' resilience to radicalisation by providing a safe environment for debating controversial issues and helping them to understand how they can influence and participate in decision-making.

Values

The Department for Education's five point definition of British values is:

- Democracy
- The rule of law
- Individual liberty
- Mutual respect
- Tolerance of those of different faiths and beliefs

The Tonbridge Federation defines each area as follows:

Democracy

Democracy is the foundation of our system of government and its principles sit at the centre of how our society functions. We ensure that the importance of democracy and democratic principles are reflected at Hugh Christie. We have an active Student Leadership programme which meets to discuss issues in the school and has direct responsibility for certain aspects of school life such as charitable fundraising initiatives.

The study of democracy and democratic principles form an important part of our REAL and PHSE curriculum at Key Stage 3 and is revisited and built upon in Key Stage 4 through the PHSE curriculum and advisory activities. In addition, we have a termly newsletter to communicate with parents and carers, have a prospectus containing information about the school aims and values, and a website with access to school policies.

At Long Mead, the active student council demonstrates the commitment to the understanding of democracy and democratic principles. The PHSE Curriculum and assemblies also ensure that all children are taught about British values. In addition, there is regular communication with parents through newsletters and we have a prospectus containing information about the school aims and values, and a website with access to school policies.

The Rule of law

As part of our PHSE curriculum we learn about government and the making of laws and about human rights and the law. The importance of the rule of law in the functioning of a community is of course constantly reinforced by our Respect, Responsibility and Readiness approach, the standards we set and expect regarding behaviour and the importance we place on the individual's responsibility towards their community within our school values.

Individual liberty

Hugh Christie reflects within its home school agreement and school code, **respect for** the rights and liberty of the individual and we teach within our curriculum about how these rights are enshrined in law and in particular, human rights legislation. Mutual **respect is an** integral aspect of life at Hugh Christie. We state clearly within our school values and code that everyone deserves the right to be treated with respect and dignity. We expect our learners to be respectful, confident and positive individuals. We encourage every child to care about, and have respect for, their learning, each other and our school environment.

Long Mead encourages all of our learners to be respectful of each other and to follow our school code. Learners are encouraged to care for their environment, their learning and each other.

Tolerance of those of different faith and beliefs. Not only do we demonstrate tolerance of those of other faiths and beliefs, we positively embrace them. Within our curriculum, assemblies and extra-curricular activities the message about the important things that all faiths share and the importance of recognising the common values held by all faiths and by those of no faith at all.

What to do if you have a concern

If a member of staff in a school has a concern about a particular pupil they should follow the school's normal safeguarding procedures, including discussing with the school's designated safeguarding lead, and where deemed necessary, with children's social care.

Immediate threat

If you have seen a person acting suspiciously or if you see a vehicle, unattended package or bag which might be an **immediate threat**, move away and call 999.

No immediate threat

If you're concerned about possible terrorist activity or risk of radicalisation and **there is no immediate threat**, you can:

- call us on 03000 41 41 41
- call the police on 101 or 0800 789 321
- complete an online form (<https://beta.met.police.uk/tell-us-about/possible-terrorist-activity/report-possible-terrorist-activity/>) to report suspected terrorist activity
- download and complete the National Prevent Referral form (DOCX, 67.4 KB) (https://www.kent.gov.uk/_data/assets/word_doc/0009/59472/Prevent-Referral-Form.docx) if you are concerned that someone may be displaying extremist behaviour or ideology or radicalisation

Please try to provide as much information as possible.

Information found online

If you've found illegal or harmful information, pictures or videos online, you can report your concerns anonymously (<https://www.gov.uk/report-terrorism>).