

Prevent Duty Policy



This policy is in line with the Ethos and Values of
Blackburn Central High School

Document Control

This policy has been approved for operation within Blackburn Central High School

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Contents:

Statement of intent

1. Definitions
2. Training
3. Risk indicators
4. Making a judgement
5. Referrals
6. Further prevention of radicalisation

Statement of intent

Protecting children from the risk of radicalisation is part of the school's wider safeguarding duties. We will actively assess the risk of children being drawn into terrorism. Staff will be alert to changes in children's behaviour which could indicate that they may be in need of help or protection. Staff will use their professional judgement to identify children who may be at risk of radicalisation and act appropriately – which may include making a referral to the Channel programme. The school will work with the Local Children's Safeguarding Board as appropriate.

Prevent is a strategy that works to prevent the growth of issues that create a climate which facilitates radicalisation to occur, by creating a climate of mutual trust in which young people grow and develop. This climate works against creating circumstances in which young people feel isolated and become vulnerable to exploitation by those who wish to further a radical agenda. The creation of a school that is a secure and safe place based on appreciation and respect for all has always been a stated aim of BCHS with Crosshill and continues to be so in the school's ethos, policies and practices.

Extremism in all its forms has no place at BCHS with Crosshill, as exposure to both extremist materials and influences is detrimental to the development of young people. Extremists of all kinds aim to develop destructive relationships between different communities by promoting division, fear and mistrust of others based on ignorance or prejudice. Education is a powerful weapon against this as it equips young people with the knowledge, skills and sound judgement to challenge and debate these issues in a secure environment.

1. Definitions

Radicalisation: a process by which an individual or group comes to adopt increasingly extreme political, social, or religious ideals and aspirations that reject or undermine the status quo or reject and/or undermine contemporary ideas and expressions of freedom of choice.

Extremism: holding extreme political or religious views; fanaticism.

2. Training

BCHS with Crosshill's designated safeguarding lead (Shanaz Hussain) will undertake Prevent awareness training in order to be able to provide advice and support to other staff on how to protect children against the risk of radicalisation. The designated safeguarding lead will hold formal training sessions with all members of staff to ensure they are aware of the risk indicators and their duties regarding preventing radicalisation.

3. Risk indicators

Indicators of an identity crisis:

- Distancing themselves from their cultural/religious heritage
- Uncomfortable with their place in society
- Changing style of dress or personal experience to accord with the group
- Conversation increasingly focussed on a particular (potentially extremist) ideology
- Possession of materials or symbols associated with an extremist cause

Indicators of a personal crisis:

- Family tensions
- A sense of isolation
- Low self-esteem
- Disassociation from existing friendship groups
- Loss of interest in activities which they previously engaged with
- Searching for answers to questions about identity, faith and belonging

Indicators of vulnerability through personal circumstances:

- Migration
- Local community tensions
- Events affecting their country or region of origin
- Alienation from UK values
- A sense of grievance triggered by personal experience of racism or discrimination

Indicators of vulnerability through unmet aspirations:

- Perceptions of injustice
- Feelings of failure
- Rejection of civic life

Other indicators:

- Using derogatory language about a particular group
- Inappropriate forms of address
- Possession of prejudice related material
- Property damage
- Refusal to cooperate with teachers/adults requests
- Condoning or supporting engagement with extremist ideologies or groups

4. Making a judgement

When making a judgement, staff will ask themselves the following questions:

- Does the child have access to extremist influences?
- Does the child access the internet for the purposes of extremist activities (e.g. using closed network groups, accessing or distributing extremist material, contacting covertly using Skype, etc.)?
- Is there a reason to believe that the child has been, or is likely to be, involved with extremist organisations?
- Is the child known to possess or actively seek extremist literature/other media likely to incite racial or religious hatred?
- Does the child sympathise with or support illegal/illicit groups?
- Does the child support groups with links to extremist activity?
- Has the child encountered peer, social, family or faith group rejection?
- Is there evidence of extremist ideological, political or religious influence on the child?
- Have international events in areas of conflict and civil unrest had a noticeable impact on the child?
- Has there been a significant shift in the child's outward appearance that suggests a new social, political or religious influence?
- Has the child come into conflict with family over religious beliefs, lifestyle or dress choices?
- Does the child vocally support terrorist attacks; either verbally or in their written work?
- Has the child witnessed or been the victim of racial or religious hate crime?
- Is there a pattern of regular or extended travel within the UK?
- Has the child travelled for extended periods of time to international locations?
- Does the child have experience of poverty, disadvantage, discrimination or social exclusion?
- Does the child display a lack of affinity or understanding for others?
- Is the child the victim of social isolation?
- Does the child demonstrate a simplistic or flawed understanding of religion or politics?
- Is the child a foreign national, refugee or awaiting a decision on their/their family's immigration status?
- Does the child have insecure, conflicted or absent family relationships?
- Has the child experienced any trauma in their lives, particularly trauma associated with war or sectarian conflict?

- Is there evidence that a significant adult or other person in the child's life has extremist views or sympathies?

Critical indicators include where the child 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

5. Referrals

At BCHS with Crosshill we are committed to protecting our pupils from radicalisation through a process of early intervention.

All staff are encouraged to raise any concerns they might have about a child with the designated safeguarding lead, Shanaz Hussain. The safeguarding lead will then assess the situation and decide whether further action is required. If so, they will then discuss any concerns with the headteacher and decide the best course of action regarding a referral to external agencies.

Any decisions made will be made on a case-by-case basis and staff must be made aware that if they disagree with a decision not to refer, they are entitled to make a referral themselves where they harbour genuine concerns that a child is at risk.

6. Further prevention of radicalisation

In addition to a vigilant programme of awareness of risk indicators and referrals where necessary, BCHS with Crosshill is dedicated to protecting our pupils and staff by engaging them in activities which help them to be more resilient to radical influences.

The following exercises are part of the BCHS with Crosshill's strategy to encourage tolerance and moderation of views in all children.

At BCHS with Crosshill the Prevent strategy is furthered by -

1 Raising Awareness of the issue of radicalisation with staff so that those who work with young people at BCHS with Crosshill appreciate that they are a front line strategy, and act accordingly. This is done through staff training, which is delivered and revisited at appropriate times through the year as opportunities arise. BCHS with Crosshill staff appreciate how positive relationships created within school can remedy the factors that create the environment for dangers of radicalisation. All staff have undergone Prevent strategy run by the Prevent team at Lancashire Constabulary. Pastoral staff will specifically monitor students under their care and curriculum leaders will ensure that opportunities for combatting radicalisation should be taken when they arise directly in lessons, and indirectly all the time in making sure no student is marginalised or excluded from activities or learning.

2 Raising student awareness through the curriculum, where a clear understanding of history is fostered through the promotion of peaceful messages. The pastoral curriculum is designed to encourage students to want to be part of an inclusive society, and the importance of community is stressed as students are encouraged through learning to strengthen their sense of belonging. Subjects will when applicable, foster an understanding of what terrorism is and how it occurs.

3 Creating an inclusive school, which appreciates the importance of SMSC (Spiritual, Moral, Social and Cultural) and the promotion of British Values delivering it through a shared curriculum for all, encouraging full participation in a broad and balanced curriculum, including the Pastoral curriculum, which celebrates the diversity of the school community and aims to make students feel valued and included. This is further promoted around school in our ethos, via displays and in our assembly programme.

4 Celebrating success for all. The Vivos reward system which celebrates and rewards achievement and effort, is open to all students and monitored for inclusivity by the coordinator.

5 Responding to concerns. All concerns raised by staff or other students are investigated as Safeguarding issues according to the school safeguarding protocol and policy. Feedback is given to reporting staff/students and issues regarding further investigation are reported to the Prevent team for discussion and further action as appropriate.

6 Robust Safeguarding protocols and procedures. These are audited annually through the Safeguarding policy which aims to create a culture where all staff and students feel empowered and enabled to raise concerns no matter how small in an atmosphere of support and openness. BCHS with Crosshill is fully committed to safeguarding and promoting the welfare of all its students. As a school we recognise that safeguarding against radicalisation is no different from safeguarding against any other vulnerability. At BCHS with Crosshill all staff are expected to uphold and promote the fundamental principles of British values, as defined in the 2011 Prevent strategy.

7 Very clear channels of communication for passing on concerns.

8 Internet monitoring. School uses the Whisper ICT support service which applies screening to all internet traffic coming through the school server.

9 Promoting Resistance. BCHS with Crosshill's curriculum and extra-curriculum builds in resilience / independence / broader activities and participation is encouraged and facilitated via the school's enrichment programme.