

# Hassocks Infant School

## Prevent Policy



☆ Explore    ☆ Respect    ☆ Flourish

Date policy agreed:	October 2021
Date policy to be reviewed:	Four yearly, October 2025
Responsibility:	DSL



## **Hassocks Infant School PREVENT Policy**

### **Introduction**

Hassocks Infant School is fully committed to safeguarding and promoting the welfare of all its pupils. Every member of staff recognises that safeguarding against radicalisation and extremism is no different to safeguarding against any other vulnerability in today's society.

### **Links to other policies**

This Policy should be read in conjunction with the following policies and statements:

- Child Protection and Safeguarding
- Equality Policy
- Behaviour Policy
- E-Safety Policy
- British Values at Hassocks Infant School

The following national guidelines should also be read when working with this policy;

- PREVENT Strategy HM Government
- Keeping Children Safe in Education DfE
- Working Together to Safeguard Children DfE

### **Aims and Principles**

The main aims of this policy statement are to provide a framework for dealing with issues relating to vulnerability, radicalisation and exposure to extreme views. Also, it ensures that staff are fully engaged in being vigilant about radicalisation; that they overcome professional disbelief that such issues will not happen here and ensure that we work alongside other professional bodies and agencies to ensure that our pupils are safe from harm. The principle objectives are that:

We recognise that we are well placed to be able to identify safeguarding issues and this policy statement clearly sets out how the school will deal with such incidents and identifies how the curriculum and ethos underpins our actions.

3.2 The objectives are that:

- All governors, teachers, teaching assistants and non-teaching staff will have an understanding of what radicalisation and extremism are and why we need to be vigilant in school.
- All governors, teachers, teaching assistants and non-teaching staff will know what the school policy is on tackling extremism and radicalisation and will follow the policy guidance swiftly when issues arise.
- All pupils will understand the dangers of radicalisation and exposure to extremist views; building resilience against these and knowing what to do if they experience them.
- All parents/carers and pupils will know that the school has policies in place to keep pupils safe from harm and that the school regularly reviews its systems to ensure they are appropriate and effective.

## **The PREVENT duty**

The school's designated safeguarding lead and deputies are aware of local procedures for making a Prevent referral and that our school is subject to a duty under section 26 of the Counter-Terrorism and Security Act 2015 (the CTSA 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. The PREVENT Duty will be seen as part of schools' and colleges' wider safeguarding obligations. Our Designated Safeguarding Leads and other senior leaders familiarise themselves with the revised Prevent Duty Guidance <https://www.gov.uk/government/publications/prevent-duty-guidance> especially paragraphs 57-76, which are specifically concerned with schools and childcare.

## **Definitions**

Extremism is 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.

Ideology is a system of ideas and ideals, especially one which forms the basis of economic or political theory and policy.

Radicalisation refers to the process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups.

Terrorism is 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 the public and is made for the purpose of advancing a political, religious or ideological cause.

## **Indicators**

There is no single way of identifying whether a child is likely to be susceptible to an extremist ideology. Background factors combined with specific influences such as family and friends may contribute to a child's vulnerability. Similarly, radicalisation can occur through many different methods (such as social media or the internet) and settings (such as within the home).

There are behaviours which may indicate a child is at risk of being radicalised or exposed to extreme views. These include;

- Spending increasing time in the company of other suspected extremists.
- Changing their style of dress or personal appearance to accord with the group.
- Day-to-day behaviour becoming increasingly centred on an extremist ideology, group or cause.
- Loss of interest in other friends and activities not associated with the extremist ideology, group or cause.
- Possession of materials or symbols associated with an extremist cause.
- Attempts to recruit others to the group/cause.
- Communications with others that suggests identification with a group, cause or ideology.
- Using insulting to derogatory names for another group.

- Increase in prejudice-related incidents committed by that person – these may include;
- Physical or verbal assault
- Provocative behaviour
- Damage to property
- Derogatory name calling
- Possession of prejudice-related materials
- Prejudice related ridicule or name calling
- Inappropriate forms of address
- Refusal to co-operate
- Attempts to recruit to prejudice-related organisations
- Condoning or supporting violence towards others
- Talking as if from a script.

As with 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. Staff should use their judgement in identifying children who might be at risk of radicalisation and act proportionately which may include the designated safeguarding lead (or deputy) making a Prevent referral.

### **Procedures for Referrals**

It is important for us to be constantly vigilant and remain fully informed about the issues which affect the region in which we teach. Staff are reminded to suspend any professional view that instances of radicalisation 'could not happen here' and to refer any concerns through the Designated Safeguarding Lead or in their absence, the Deputy Designated Safeguarding Lead.

We believe that it is possible to intervene to protect people who are vulnerable. Early intervention is vital and staff must be aware of the established processes for front line professionals to refer concerns about individuals and/or groups. We must have the confidence to challenge, the confidence to intervene and ensure that we have strong safeguarding practices based on the most up-to-date guidance and best practice.

The Designated Safeguarding Lead will deal swiftly with any referrals made by staff or with concerns reported by staff.

The Designated Safeguarding Lead with the Headteacher will discuss the most appropriate course of action on a case-by-case basis and will decide when a referral to external agencies is needed.

### **Channel Programme**

Hassocks Infant School recognises Channel is a voluntary, confidential support programme which focuses on providing support at an early stage to people who are identified as being vulnerable to being drawn into terrorism.

Prevent referrals may be passed to a multi-agency Channel Panel, which will discuss the individual referred to determine whether they are vulnerable to being drawn into terrorism and consider the appropriate support required. A representative from the school or college may be asked to attend the Channel Panel to help with this assessment. An individual's engagement with the programme is entirely voluntary at all stages.

Our school designated safeguarding lead/senior staff understand when it is appropriate to make a referral to the Channel programme.

Further information is available here:

- **Prevent and Channel Duty – A Toolkit for Schools**
- **Channel Guidance**
- **Making a Channel Referral in West Sussex**
- **Prevent Channel Referral Form**

## **The Role of the Curriculum**

Our curriculum is “broad and balanced” promotes respect, tolerance and diversity. Children are encouraged to share their views and recognise that they are entitled to have their own different beliefs which should not be used to influence others. We are committed to providing a curriculum that prepares children for life in modern Britain.

The children are taught to seek adult help if they are upset or concerned about anything they read or see on the internet.

Children are encouraged to share their views and recognise that they are entitled to have their own different beliefs which should not be used to influence others. Our PSHE and Relationship, Citizenship and SMSC provision is embedded across the curriculum, and underpins the ethos of the school. British Values are taught alongside our school values. Children are taught about how to keep safe when using the internet and taught to recognise things and people who may not be safe online. They are taught to seek adult help if they are upset or concerned about anything.

## **Staff training**

Through safeguarding training, we will ensure that our staff are fully aware of the threats, risks and vulnerabilities that are linked to radicalisation; are aware of the process of radicalisation and how this might be identified early on and are aware of how we can provide support as a school to ensure that our children are resilient and able to resist involvement in radical or extreme activities.

## **The Role of the Governing Body**

The Governing Body undertake appropriate training to ensure that they are clear about their role and responsibilities as Governors, including their statutory safeguarding duties. The Governing support the ethos and values of our school and will support the school in tackling extremism and radicalisation. The governing body challenge the school’s senior leadership team on the delivery of this policy and monitor its effectiveness, in line with the provisions set out in the DfE guidance ‘Keeping Children Safe in Education’.

## **Recruitment**

The arrangements for recruiting all staff, permanent and volunteers, to our school will follow Hassocks Infant School’s safer recruitment policy. This includes, but not limited to, ensuring

that DBS checks are always made at the appropriate level, that references are always received and checked and that we complete and maintain a single central record of such vetting checks. We will be alert to the possibility that persons may seek to gain positions within our school so as to unduly influence our schools character and ethos. We are aware that such persons seek to limit the opportunities for our pupils thereby rendering them vulnerable to extremist views and radicalisation as a consequence. Therefore, by adhering to safer recruitment best practice techniques and by ensuring that there is an ongoing culture of vigilance within our school and staff team we will minimise the opportunities for extremist views to prevail.

Updated: October 2021

Review: four yearly - October 2025, unless statutory updates

## Appendix 1 - Prevent Duty Risk Assessment



### Hassocks Infant School Prevent Duty Risk Assessment

Adopted: 2<sup>nd</sup> September 2019

Updated: October 2021

#### Prevent Duty Risk Assessment

At Hassocks Infant School we understand a significant role of ours is to look after and keep children safe, helping them to develop skills and attitudes that help us to live together in an increasingly diverse society. We recognise we have a duty to safeguard all our pupils.

Section 26 of the Prevent Duty, which came into force on 1<sup>st</sup> July 2015, places duty on specified authorities including educational settings to have “*due regard to the need to prevent people from being drawn into terrorism*” and *challenge extremist ideas that support or are shared by terrorist groups*.

Schools are expected to take a “Risk based approach”. All schools should demonstrate an awareness and understanding of the risk of radicalisation in their area. Hassocks Infant School’s Prevent Duty Risk Assessment helps us to evaluate the risk of terrorism in our area and provide an education in line with requirements of the Prevent Duty.

## Hassocks Infant School Prevent Duty Risk Assessment

<b>Compliance requirements</b>	<b>High</b>	<b>Low</b>	<b>Comments/Action required</b>
The risk to our pupils of being drawn into terrorism has been assessed and is considered to be:		<b>x</b>	
The risk to our pupils of being radicalised and supporting terrorism has been assessed and is considered to be:		<b>x</b>	
<b>Training Requirements</b>	<b>Yes</b>	<b>No</b>	<b>Comments/Action required</b>
Have all staff been trained to understand the Prevent duty?	<b>x</b>		Training to be updated Spring 2022
Has the role of the Designated Safeguarding Lead been extended to lead on inter-agency liaison in respect of the Prevent duty?	<b>x</b>		
Do all your staff know who to refer to in respect of a child being at risk of radicalisation and extremism?	<b>x</b>		
<b>School Policies</b>	<b>Yes</b>	<b>No</b>	<b>Comments/Action required</b>
Does the Child Protection Policy refer to the new duty of the Designated lead and the Prevent guidance?	<b>x</b>		
Does the E-Safety Policy refer to the requirements of the Prevent Duty guidance?	<b>x</b>		
Has your school got a clear statement about the Prevent duty on your website and in the prospectus?	<b>x</b>		
Does the school have clear guidance on the use of prayer rooms for faith related activity?		<b>x</b>	Currently not required, but guidance would be created if the need arose
Does the school have clear guidance for visitors including faith related visiting speakers?	<b>x</b>		
<b>British Values</b>	<b>Yes</b>	<b>No</b>	<b>Comments/Action required</b>
Has the school got a clear strategy for embedding these values and be able to demonstrate how their work with pupils has been effective in doing so?	<b>x</b>		
Do pupils have an understanding of how citizens can influence decision-making through the democratic process?	<b>x</b>		
Do pupils have an understanding that the freedom to hold other faiths and beliefs is protected in law?	<b>x</b>		
Do pupils have an acceptance that people having different faiths or beliefs to oneself (or having none) should be accepted and tolerated, and should not be the cause of prejudicial or discriminatory behaviour?	<b>x</b>		
Do pupils have an acceptance that people having different faiths or beliefs to oneself (or having none) should be accepted and tolerated, and should not be the cause of prejudicial or discriminatory behaviour?	<b>x</b>		
Do pupils have an understanding of the importance of identifying and combatting discrimination?	<b>x</b>		
Does the school ensure all pupils have a voice that is listened to, and demonstrate how democracy works by actively	<b>x</b>		



promoting democratic processes such as a school council whose members are voted for by the pupils?			
Does the school include in suitable parts of the curriculum - as appropriate for the age of pupils - material on the strengths, advantages and disadvantages of democracy, and how democracy and the law works in Britain, in contrast to other forms of government in other countries?	<b>x</b>		As age appropriate for infant school
Does the school use opportunities such as general or local elections to hold mock elections to promote fundamental British values and provide pupils with the opportunity to learn how to argue and defend points of view?	<b>x</b>		As age appropriate for infant school
Does the school use extra-curricular activity, including any run directly by pupils, in promoting fundamental British values?	<b>x</b>		