



# **Blue Gate Fields Infant School**

## **Prevent Duty Policy**

## Statement of intent

Blue Gate Fields Infant School believes that protecting pupils from the risk of radicalisation is an essential aspect of the school's wider safeguarding duties.

The school has created this policy in order to ensure that all members of staff are alert to changes in pupils' behaviour which could indicate that they may be in need of help or protection, as well as to actively assess the risk of pupils being drawn into terrorism.

The school expects all members of staff to use their professional judgement to identify pupils who may be at risk of radicalisation and act accordingly, alongside the Local Children's Safeguarding Board (LSCB) if necessary.

Signed by:

_____	Headteacher	Date: _____
_____	Chair of governors	Date: _____

## **1. Legal framework**

1.1. This policy has due regard to the following guidance and legislation, including, but not limited to:

### **Legislation**

- The Children Act 1989
- The Children Act 2004
- The Protection of Children Act 1999
- The Safeguarding of Vulnerable Groups Act 2006
- The Counter-Terrorism and Security Act 2015

### **Guidance**

- DFE (2015) 'Revised Prevent Duty Guidance for England and Wales'

1.2. This policy will be implemented in conjunction with the school's:

- Safeguarding Policy.
- E-safety Policy.

## **2. Definitions**

2.1. For the purpose of this policy, 'radicalisation' is defined as 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.

2.2. For the purpose of this policy, 'extremism' is defined as holding extreme political or religious views.

## **3. Risk indicators**

3.1. The school regularly assesses the risk of pupils being drawn into terrorism and extremist activities. This involves having a clear understanding of the risks that can affect pupils in our area and a specific understanding of how to identify pupils who are at risk.

3.2. The school recognises that certain behaviours may indicate that a pupil is at risk of radicalisation. All members of staff are responsible for identifying these risk indicators and reporting them to a senior member of staff.

3.3. Indicators of an identity crisis are likely to include, but are not limited to the following:

- Family tensions
- A sense of isolation
- Low self-esteem

- Disassociation from existing friendship groups
- A loss of interest in activities which they previously engaged in
- Searching for answers to questions about identity, faith and belonging

3.4. Indicators of vulnerability through personal crisis are likely to include, but are not limited to the following:

- 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

3.5. Indicators of vulnerability through unmet aspirations are likely to include, but are not limited to the following:

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

3.6. Other indicators may include the following:

- The use of derogatory language about a particular group
- Inappropriate forms of dress
- Possession of prejudice related material
- Property damage
- Refusal to cooperate with the requests of teachers or other adults
- Condoning or supporting engagement with extremist ideologies or groups

## **4. Making a judgement**

4.1. When making a judgement about the vulnerability of a pupil, members of staff are expected to ask themselves the following questions:

- Does the pupil have access to extremist influences?
- Does the pupil access the internet for 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 pupil has been, or is likely to be, involved with extremist organisations?
- Is the pupil known to possess or actively seek extremist literature or other media likely to incite racial or religious hatred?
- Does the pupil sympathise with or support illegal groups?
- Does the pupil support groups with links to extremist activity?

- Has the pupil encountered peer, social, family or faith group rejection?
- Is there evidence of extremist ideological, political or religious influences on the pupil?
- Have international events in areas of conflict and civil unrest had a noticeable impact on the pupil?
- Has there been a significant shift in the pupil's outward appearance that suggests a new social, political or religious influence?
- Has the pupil come into conflict with family over religious beliefs, lifestyle or dress choices?
- Does the pupil vocally support terrorist attacks, either verbally or in their written work?
- Has the pupil 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 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 demonstrate a simplistic or flawed understanding of religion or politics?
- Is the pupil a foreign national, refugee or awaiting a decision on their family's immigration status?
- Does the pupil have insecure, conflicted or absent family relationships?
- Has the pupil experienced any trauma in their lives, particularly trauma associated with war or sectarian conflict?

4.2. Critical indicators include where the 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.

## **5. Referrals**

5.1. Blue Gate Fields Infant School is committed to protecting its pupils from radicalisation through a process of early intervention.

- 5.2. All members of staff are encouraged to raise any concerns they might have about a pupil with the designated safeguarding lead (DSL).
- 5.3. The DSL assesses the situation and decides whether further action is required. If it is, they discuss any concerns with the headteacher and decide the best course of action regarding a referral to external organisations.
- 5.4. Decisions made are made on a case-by-case basis and members of staff are 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 pupil is at risk.
- 5.5. The school recognises that effective engagement with parents/carers is important when identifying signs of radicalisation.
- 5.6. The school makes every effort to assist families who raise concerns and direct them to appropriate support mechanisms.

## **6. Staff training**

- 6.1. The DSL undertakes Prevent awareness training on an annual basis, in order to be able to provide advice and support to other members of staff on how to protect pupils against the risk of radicalisation.
- 6.2. The DSL holds formal training sessions with all members of staff to ensure they are aware of the risk indicators and their duties regarding preventing radicalisation.

## **7. Preventing radicalisation through learning**

- 7.1. The school is dedicated to protecting pupils by engaging them in activities which help them to become more resilient to radical influences. These activities are part of the school's strategy to encourage tolerance and moderation of views in all pupils.

### **7.2. Exercise one: Similarities and differences**

- This exercise can be carried out in a classroom environment where pupils are instructed to walk carefully; otherwise, it is appropriate during a physical education or outdoor lesson where pupils can be encouraged to run to the various stations.
- Two or three stations are clearly marked and all pupils stand in a central group. Options are then called out enabling pupils to move to the different stations based on similarities. For example, pupils can be told to move to station one if they have blue eyes, station two if they have green eyes and station three if they have brown eyes.
- Care is taken to ensure that no pupils are left out or repeatedly isolated, and a range of trivial and more meaningful categories should be called.

- The purpose of the exercise is to reinforce the wide range of similarities different groups have, some of which are important to people's sense of identity and some of which are not.
- Examples of different categories could include:
  - Everyone with a brother
  - Everyone with a sister
  - Everyone who enjoys eating sweets
  - Everyone whose family celebrates a religious day
  - Everyone who can speak more than one language
  - Everyone wearing shoes
  - Everyone whose family attends a place of worship

### 7.3. Exercise two: Similarities and differences

- Pupils are instructed to move into pairs and then be asked to identify two visible and two 'secret' things that they have in common with their partner.
- Examples of visible things they have in common could be that they both have two hands, blue eyes, are wearing a school uniform, have their hair in a ponytail, etc.
- Examples of 'secret' things they have in common might include the fact that they both have a sister, enjoy reading, like pets, ate cereal for breakfast, etc.
- Wider discussion is then opened with the class, as pupils are asked whether they were surprised by the things they had in common with each other, what makes people similar, what makes people different and why it is important that we are kind and respectful of people's similarities and differences.

### 7.4. Exercise three: Communities

- This exercise focusses on the different communities in the classroom. A map of the local area is used to mark important places which pupils in the class attend, for example, religious buildings, the park, the school, etc. The class then discusses why different areas are important to different people.
- A world map is used for pupils to point out where they were born, where they have been on holiday, where their mothers/fathers/grandparents/cousins are from, what countries are important to them and why.
- A discussion is opened about how people from different places are similar to one another and how they are different. As always, a focus on the importance of being kind and respectful of other's differences and similarities is reinforced.

## **8. Policy review**

8.1. This policy is reviewed annually by the headteacher.

8.2. The scheduled review date for this policy is January 2021.