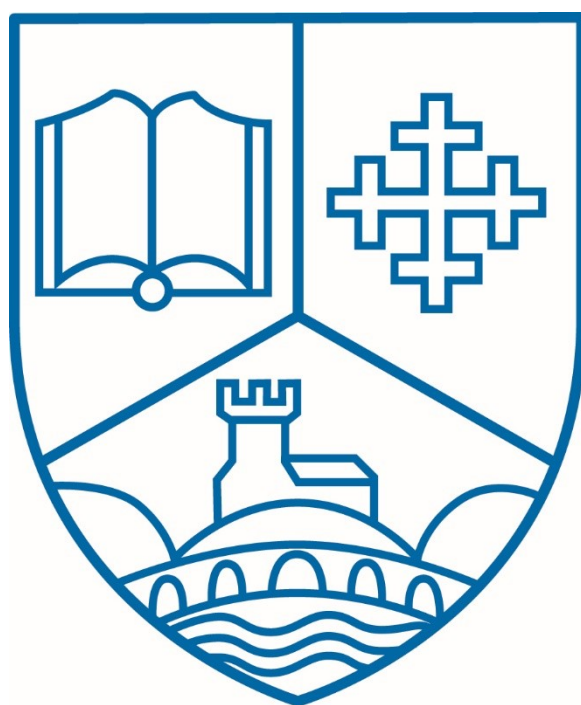


**BIDFORD ON AVON  
CHURCH OF ENGLAND  
PRIMARY SCHOOL**



**Prevent Policy**

**Dec 2023**

**Review Summer 2025**

## **Bidford on Avon C. of E. Primary School Policy on preventing extremism and radicalisation.**

### **Background**

This policy is part of our commitment to keeping children safe and is one element within our overall school arrangements to Safeguard and Promote the Welfare of all Children in line with our statutory duties set out in the Education Act 2002. It also supports the school's duty to promote community cohesion as detailed in the Education and Inspections Act 2006. Safeguarding children from all risks of harm is an important part of a school's work and protecting them from extremism is one aspect of that.

Over the last few years global events have led to a growth of extremist viewpoints, including advocacy of violent extremism. Schools have an important part to play in both educating children and young people about extremism and recognising when pupils start to become radicalised. In March 2015 new statutory duties were placed on schools by the 'Counter Terrorism and Security Act,' (2015) which means they must work to prevent children being drawn into extremism.

Prevent is a government strategy designed to stop people becoming terrorists or supporting terrorist or extremist causes. The Prevent strategy covers all types of terrorism and extremism, including political and religious extremism. From July 2015 all schools (as well as other organisations) have a duty to safeguard children from radicalisation and extremism. This means schools have a responsibility to protect children from extremist and violent views.

### **Ethos**

We promote British values of tolerance and respect for human life and for all cultures, faiths and lifestyles, through our school vision, expectations and curriculum. We have a duty to prepare our children for life in modern Britain and to keep them safe. Pupils who attend our school have the right to learn in safety. We do not tolerate bullying of any kind and will challenge derogatory language and behaviour towards others.

Schools have been required to promote British values since 2014, and this will continue to be part of the response to the Prevent strategy. British values include:

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

### **Definition**

Radicalisation is defined as the act or process of making a person more radical or favouring of extreme or fundamental changes in political, economic or social conditions, institutions or habits of the mind. Extremism is defined as the holding of extreme political or religious views.

### **Aims/ objectives**

The principle aims of this policy are that:

- All Staff and Governors have a good understanding of what radicalisation and extremism are, the role of the Prevent strategy and their role in being vigilant in school.
- All Staff and Governors understand the school policy is on anti-radicalisation and extremism, how to respond to concerns and their statutory duties.
- All parents and pupils 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 Strategy has three key objectives:

- Respond to the ideological challenge of terrorism and the threat we face from those who promote it;
- Prevent people from being drawn into terrorism and ensure that they are given appropriate advice and support;
- Work with sectors and institutions where there are risks of radicalisation and challenge extremism. It defines extremism as "vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs".

Prevent operates in a pre-criminal space, providing support and re-direction to vulnerable individuals at risk of being groomed into terrorist activities before any crimes are committed.

### **Statutory Duties**

The duty to prevent children and young people being radicalised is set out in the following documents:

- Counter Terrorism and Security Act (2015)

- Keeping Children Safe in Education (2023)
- Prevent Duty Guidance (2015)
- Working together to Safeguard Children (2018)

### **Non-statutory Guidance**

- Promoting fundamental British values as part of SMSC in schools: Departmental advice for maintained schools, (DfE 2014).

### **Further Advice and Support**

- Prevent Duty Guidance: <https://www.gov.uk/government/publications/prevent-duty-guidance>
- Channel Guidance: <https://www.gov.uk/government/publications/channel-guidance>

### **Roles and Responsibilities**

#### **Role of the Governing Body:**

The Governing Body will ensure that they are clear about their role and the parameters of their responsibilities, including their statutory safeguarding duties in line with the provisions set out in the DfE guidance 'Keeping Children Safe in Education 2021'. The Governing Body will monitor the implementation of this policy and its effectiveness. Relevant governors will review this policy regularly (every two years) and may amend and adopt it outside of this time frame in accordance with any new legislation or guidance or in response to any quality assurance recommendations pertaining to the delivery of this policy and the overall safeguarding arrangements made.

The school has a nominated member of the governing board who has responsibility for liaising with the school on all matters relating to safeguarding. The nominated Safeguarding Governor will liaise with the safeguarding lead about issues related to protecting children from radicalisation.

#### **Role of the Headteacher**

It is the role of the Headteacher/Head of School to:

- ensure that the school and its staff respond to preventing radicalisation on a day-to-day basis,
- ensure that the school's curriculum addresses the issues involved in radicalisation
- ensure that staff conduct is consistent with preventing radicalisation
- ensure that staff are trained and appropriately informed on procedures and key issues
- assess the threat and risk of pupils being drawn into extremism

#### **Role of Designated Safeguarding Lead**

The headteacher is the Designated Safe guarding and Prevent strategy lead. It is the role of the designated safeguarding lead to:

- ensure that staff understand the issues of radicalisation, are able to recognise the signs of vulnerability or radicalisation and know how to refer their concerns
- receive safeguarding concerns about children and young people who may be vulnerable to the risk of radicalisation or are showing signs of radicalisation
- make referrals to appropriate agencies with regard to concerns about radicalisation
- liaise with partners, including the local authority and the police
- report to the governing body on these matters
- maintain a Prevent risk assessment
- attend and disseminate relevant CPD; keep up to date and communicate relevant information or issues to staff

#### **Role of Staff**

It is the role of staff to:

- understand the issues of radicalisation, its effect on children and recognise the risks and signs of vulnerability or radicalisation
- challenge derogatory language and behaviour
- understand and use safeguarding policy, systems and procedures to refer their concerns
- demonstrate the professional behaviour and expectations outlined in the code of conduct

### **Curriculum**

Our curriculum promotes respect, tolerance and diversity. We are committed to ensuring that our pupils are offered a broad and balanced curriculum that aims to prepare them for life in modern Britain. 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

(Personal, Social and Health Education), Citizenship and SMSC (Spiritual, Moral, Social and Cultural) provision is embedded across the curriculum, and underpins the ethos of the school. Teaching the schools' core values alongside the fundamental British values supports quality teaching and learning, whilst making a positive contribution to the development of a fair, just and civil society.

By following the 1decision program community cohesion is promoted throughout the year. Targeted PREVENT lessons also take place following the 3D PSHE extremism/ radicalisation lessons for KS1 and KS2

### **Internet Safety**

The internet provides children and young people with access to a wide-range of content, some of which is harmful. Children are regularly taught about how to stay safe when using the Internet and are encouraged to recognise that people are not always who they say they are online. They are taught to seek adult help if they are upset or concerned about anything they read or see on the Internet.

A focus on internet safety is maintained through the working of our internet safety committee, which is made up of staff, pupils, parents and governors; regular updates to our internet use policy and safe internet scheme and links to relevant agencies.

Extremists use the internet, including social media, to share their messages. The filtering systems used in our school blocks inappropriate content, including extremist content. The monitoring software also uses databases of words and phrases linked to the Prevent agenda so that any inappropriate activity is reported directly to the school. Pupils receive an appropriate use of the internet form on entry to the school which they are expected to comply with.

Incidents of misuse of the internet are reported termly to the governing body.

### **Staff Training**

All staff will be given training inline with the PREVENT strategy, to help them understand the issues of radicalisation, are able to recognise the signs of vulnerability or radicalisation and know how to refer their concerns. This information also forms part of safeguarding induction training. Staff are updated as part of the annual safeguarding training, or through briefings if guidelines or legislation change. The school Prevent risk assessment is completed and shared with all staff

### **Safer Recruitment**

We ensure that the staff we appoint to the school are suitable, our recruitment procedures are rigorous and we follow the statutory guidance published in part 3 of *Keeping Children Safe in Education (2015)*. Vetting and barring checks are undertaken on relevant people, including governors and volunteers.

### **Visitors/ volunteers**

All volunteers at the school take part in induction training and along with all visitors to the school are made aware of our safeguarding policies and provided with information detailing what to do if they are concerned about any aspect of child welfare.

The school undertakes due diligence to understand any risks around the extent to which any external speakers and events held on its premises do not undermine the fundamental British values or pose a risk of radicalising learners into terrorism.

### **Signs of Vulnerability**

There are no known definitive indicators that a young person is vulnerable to radicalisation, but there are a number of signs that together increase the risk. Early indicators of radicalisation or extremism may include:

- Disclosures by pupils of their exposure to the extremist actions, views or materials of others outside of school, such as in their homes or community groups, especially where pupils have not actively sought these out.
- Graffiti symbols, writing or art work promoting extremist messages or images
- Pupils accessing extremist material online, including through social networking sites
- Parental reports of changes in behaviour, friendship or actions and requests for assistance
- Partner schools, local authority services, and police reports of issues affecting pupils in other schools or settings
- Pupils voicing opinions drawn from extremist ideologies and narratives
- Use of extremist or 'hate' terms to exclude others or incite violence
- Intolerance of difference, whether secular or religious or, in line with our equalities policy, views based on, but not exclusive to, gender, disability, homophobia, race, colour or culture
- Attempts to impose extremist views or practices on others
- Anti-Western or Anti-British views

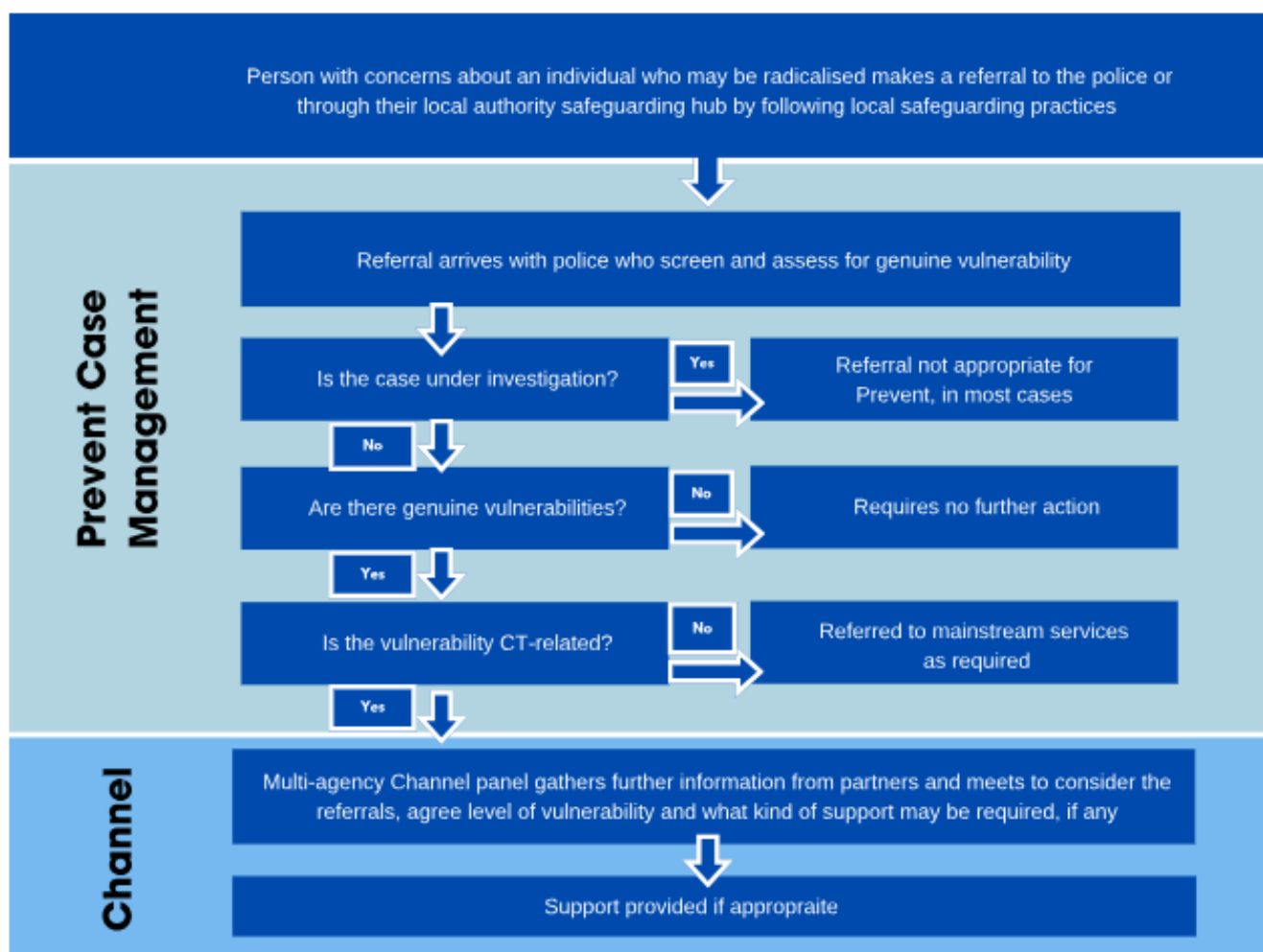
### Referral Process

Staff and visitors to the school must refer all concerns about children who show signs of vulnerability or radicalisation to the Designated Safeguarding Lead (Mr Simms) or deputies (Miss Hickman, Miss Drissell, Mrs Mills) using the schools safeguarding referral systems. Where there are significant concerns about a pupil the Designated Safeguarding Lead will make a referral to the local authority safeguarding team or the police if the child is at immediate risk (see referral process chart).

### Related policies:

- Safeguarding & Child Protection Policy
- Staff Code of Conduct
- Equality Policy
- Anti-Bullying Policy
- Internet Safety Policy

This policy was adopted by the Governing body in line with their overall duty to safeguard and promote the welfare of children as set out in the DfE guidance 'Keeping Children Safe in Education'. Parents will be issued with a hard copy of this policy on request. This policy will also be made available to parents via the school website.



Prevent referral process

## PREVENT risk assessment

National and Local risks						
Right wing extremism – local groups and online media	Islamic extremism online					
Category	Risk	Hazard	Risk management	RAG	Action	Lead
Leadership and partnerships						
<b>Leadership</b>	The setting does not place sufficient priority to Prevent and risk assessment/action plans (or does not have one) and therefore actions to mitigate risks and meet the requirements of the Duty are not effective.	Leaders (including governors and trustees) within the organisation do not understand the requirements of the Prevent Statutory Duty or the risks faced by the organisation. The Duty is not managed or enabled at a sufficiently senior level.	Prevent training/briefing for staff (including SLT) and governors. The PREVENT lead is the headteacher and lead DSL.		Maintain links with LA PREVENT officer and CPD sessions	AS
		Leaders do not have understanding and ultimate ownership of their internal safeguarding processes, nor ensuring that all staff have sufficient understanding and that staff implement the duty effectively.	Lead governor for safeguarding/Prevent lead is at appropriate seniority and a trained social worker.		Updates on PREVENT feedback in governor sessions	AS
		Leaders do not communicate and promote the importance of the duty.	Sufficient leadership ownership – risk assessments, safeguarding policies, etc. are completed and being signed off			AS

			by SLT. PREVENT forms part of annual and termly safeguarding updates. Teaching staff attended PREVENT CPD Dec 2023			
		Leaders do not drive an effective safeguarding culture across the institution.	Leadership have clear understanding of reporting and referral mechanisms. Leaders take part in appropriate updates of DSL/ Safer recruitment. Leaders ensure all staff receive annual KCSIE updates and safeguarding CDP. Leaders ensure staff receive regular termly Safeguarding updates.			AS
		Leaders do not provide a safe environment in which children can learn	Ensuring the sharing of safeguarding policies – staff sign to confirm the reading of such policies. Termly H&S reviews identify risk of the environment, including security. Classroom environments support SEMH needs and opportunities to report concerns.			AS
<b>Working in partnership</b>	The setting is not fully appraised of national and local risks, does not work with partners to safeguard children vulnerable to radicalisation, and does not have access to good practice advice, guidance or supportive peer networks.	The organisation does not establish effective partnerships with organisations such as the Local Authority and Police Prevent Team.	<p>The school has strong partnerships with:</p> <ul style="list-style-type: none"> <li>• Local Safeguarding Children's Partnership</li> <li>• DSL / headteacher forums</li> <li>• LADO</li> <li>• Community Safety Partnerships</li> <li>• Police Prevent Team</li> <li>• Channel panel</li> <li>• Child and family</li> </ul> <p>Leaders attend regular updates and meetings with the LA safeguarding team. Leaders use external support to review and develop safeguarding practice.</p>			AS
		The school does not maintain up to date information on role of partners and national agenda	<p>Effective information maintained through:</p> <ul style="list-style-type: none"> <li>• Regular attendance at LA Safeguarding meetings, boards or forums</li> </ul>			AS

			<ul style="list-style-type: none"> <li>In receipt of newsletters e.g. Educate Against Hate</li> </ul> <p>Maintains links to DFE and Ofsted newfeeds HT provides regular updates to governing board</p>			
<b>Capabilities</b>						
<b>Staff training</b>	Staff do not recognise signs of abuse or vulnerabilities and the risk of harm is not reported properly and promptly by staff.	Frontline staff including governors, do not understand what radicalisation means and why people may be vulnerable to being drawn into terrorism	<ul style="list-style-type: none"> <li>All staff staff attend annual/ termly Safeguarding training and periodic updates/ reviews of key issues/ learning both face to face and via notices, emails and elearning.</li> </ul>		Termly safeguarding updates	AS
		Frontline staff including governors, do not know what measures are available to prevent people from being drawn into terrorism and do not know how to obtain support for people who may be exploited by radicalising influences. Staff do not access Prevent training or refresher training.	<ul style="list-style-type: none"> <li>Ensure all staff attend safeguarding training and are familiar with key school safeguarding and statutory policies</li> <li>Ensure governors attend Prevent training</li> <li>Ensure SLT and DSL receive additional support from local partnerships and training on local processes for Prevent</li> <li>Maintain records of all staff and governor training</li> <li>Refresher training to take place regularly</li> <li>Training is quality assured and evaluated for effectiveness on a regular basis</li> </ul>			AS
		Staff do not access Prevent training or refresher training.	<ul style="list-style-type: none"> <li>Safeguarding updates provided termly</li> </ul>			AS
<b>Information sharing</b>	Staff do not share information with relevant partners in a timely manner.	Staff do not feel confident sharing information with partners regarding radicalisation concerns.	<p>The school has a culture of safeguarding that supports effective arrangements to:</p> <ul style="list-style-type: none"> <li>identify children who may need early help or who are at risk of neglect, abuse, grooming or exploitation</li> <li>help children reduce their risk of harm by securing the support they need, or referring in a timely way to those who have the expertise to help</li> </ul>			AS



		Staff are not aware of the Prevent referral process.	The school has clear processes for raising radicalisation concerns and making a Prevent referral.			AS
Reducing permissive environments						
<b>Building children's resilience to radicalisation</b>	Children are exposed to intolerant or hateful narratives and lack understanding of the risks posed by terrorist organisations and extremist ideologies that underpin them.	The school does not provide a safe space in which children and young people can understand and discuss sensitive topics, including terrorism and the extremist ideas that are part of terrorist ideology, and learn how to challenge these ideas.	<ul style="list-style-type: none"> <li>The institution has codes of conduct for all staff (teaching and non-teaching staff)</li> <li>The institution carries out safer recruitment checks on all staff</li> </ul>			AS
		The school does not teach a broad and balanced curriculum which promotes spiritual, moral, cultural mental and physical development of students and fundamental British values and community cohesion.	<ul style="list-style-type: none"> <li>The school has a well designed curriculum and vision statement that promotes SMSC, British values and the mental/ physical health of its children.</li> <li>The school provides opportunities within the curriculum to discuss controversial issues and for students to develop critical thinking and digital literacy skills</li> <li>The school ensures that discussions of controversial issues are carried out in a safe space.</li> <li>The school embeds fundamental British values into the curriculum, while also ensuring specific discussions can take place in a safe environment.</li> </ul>			AS
<b>ICT policies</b>	Ineffective IT policies increases the likelihood of children and staff being drawn into extremist material and narratives online. Inappropriate internet use by students is not identified or followed up.	Children can access terrorist and extremist material when accessing the internet at the institution.	<ul style="list-style-type: none"> <li>The school and LA should ensure appropriate internet filtering is in place.</li> </ul>		Annual IT safety review	AS
		Students may distribute extremist material using the institution IT system.	<ul style="list-style-type: none"> <li>School ensures that there is a clear reporting process in place should filtering systems flag any safeguarding or Prevent- related concerns.</li> </ul>			AS

		Unclear linkages between IT policy and the Prevent duty. No consideration of filtering as a means of restricting access to harmful content.	<ul style="list-style-type: none"> <li>The designated safeguarding lead takes lead responsibility for safeguarding and child protection (including online safety).</li> </ul>			AS
	Children do not understand the risk of accessing extremist material online and how to keep themselves safe	Children inadvertently access extremist material of images	<ul style="list-style-type: none"> <li>School equips children and young people with the skills to stay safe online, both in school and outside.</li> </ul>		Online safety committee maintains termly communications with pupils	AS
<b>Visitors</b>	External speakers or visitors being given a platform to radicalise children and young people or spread hateful or divisive narratives.	Leaders do not provide a safe space for children to learn.	<ul style="list-style-type: none"> <li>A process is in place to manage site visitors, including sub-contractors.</li> </ul>			AS
		Settings do not have clear protocols for ensuring that any visiting speakers are suitable and appropriately supervised.	<ul style="list-style-type: none"> <li>The setting has a robust risk assessment and carries out due diligence checks on visitors, speakers, the organisations they represent and the materials they promote or share.</li> </ul>			AS
		The setting does not conduct any due diligence checks on visitors or the materials they may use.	<ul style="list-style-type: none"> <li>The private/commercial use of the institution's spaces is effectively managed &amp; due diligence checks are carried out on those using/booking and organisations that they represent.</li> <li>The setting seeks advice and support from partners where necessary to make an assessment of suitability.</li> </ul>			AS