



Prevent Strategy

History of document: To be reviewed annually and re-approved by the Trust Board every three years, or sooner if deemed necessary.

Version	Author	Date written	Approved	Note of Revisions
V1	L.Claringbold	22 Mar. 2022	11 May 2022	

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1. Introduction

Schools have a responsibility under the [Prevent Duty](#), which is statutory guidance issued under section 29 of the [Counter-Terrorism and Security Act 2015](#), to have 'due regard to the need to prevent people from being drawn into terrorism'.

YCST recognise that part of the continuous commitment to safeguarding children from all risks and harm also means protecting them from extremism. This includes educating children about extremism, recognising those who may be vulnerable, and taking steps to prevent children becoming radicalised.

The Prevent lead for St Peter's is Paul Griffiths

The Designated Safeguarding Lead (DSL) is Paul Griffiths

The governor responsible for safeguarding is Linda McPhee

2. Guidance

Prevent is a key part of the government's strategy to stop people becoming terrorists or supporting terrorism, and early intervention is at the heart of that. It is about recognising, supporting and protecting people who might be susceptible to radicalisation.

The Prevent strategy objectives are:

- 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 that we need to address.

The following documents should be read in conjunction with this document to support the ongoing commitment to keeping children safe.

- [Prevent Duty Guidance](#) (Revised 2021)
- [Counter-Terrorism and Security Act 2015](#)
- [Keeping Children Safe in Education](#)
- [Working Together to Safeguard Children](#)

For non-statutory guidance, please also refer to [Promoting fundamental British values as part of SMSC \(spiritual, moral, social and cultural\) in schools](#).

3. Definitions

Extremism is defined as a vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs.

Radicalisation is the process by which people come to support terrorism and extremist ideologies.

British values are democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs.

Ideology is a set of beliefs.

Terrorism is a violent action against people or property, designed to create fear and advance a political, religious or ideological cause.

4. Roles and responsibilities

Role of the governing body

The governing body is responsible for ensuring that the school meets its statutory duties with regards to preventing radicalisation. The governor responsible for safeguarding will liaise with the headteacher about issues to do with protecting children from radicalisation.

Role of the headteacher

The headteacher will ensure that the school and its staff respond to preventing radicalisation on a day-to-day basis. They will ensure that the school's curriculum addresses the issues involved in radicalisation and that staff conduct is consistent with preventing radicalisation.

Role of the Designated Safeguarding Lead

It is the role of the DSL to:

- ensure that staff understand the issues of radicalisation, can 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 regarding concerns about radicalisation
- liaise with partners, including the local authority and the police
- report to the governing body on these matters.

Role of all staff

All staff should understand the issues of radicalisation, recognise signs of vulnerability, and know how to refer their concerns.

Partnerships

We recognise that any attempt to counter extremism and prevent radicalisation cannot be achieved by one organisation alone but relies on the sharing of information and productive partnership working. In upholding the Prevent duty the school works with a number of partners, including:

- North Yorkshire Safeguarding Children Partnership
- The police and PCSOs

- Social care
- Community and religious leaders
- Parents and the wider community
- Other educational organisations

5. Recognising risk and 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. Signs of vulnerability include:

- underachievement
- being in possession of extremist literature
- poverty
- social exclusion
- traumatic events
- global or national events
- religious conversion
- change in behaviour
- extremist influences
- conflict with family over lifestyle
- confused identity
- victim or witness to race or hate crimes
- rejection by peers, family, social groups or faith

Recognising Extremism

Early indicators of radicalisation or extremism may include:

- showing sympathy for extremist causes
- glorifying violence, especially to other faiths or cultures
- making remarks or comments about being at extremist events or rallies
- evidence of possessing illegal or extremist literature
- advocating messages similar to illegal organisations or other extremist groups
- out of character changes in dress, behaviour, and peer relationships (but there are also, very powerful narratives, programs and networks that young people can come across online so involvement with particular groups may not be apparent)
- secretive behaviour
- online searching or sharing extremist messages or social profiles
- intolerance of difference, including faith, culture, gender, race, or sexuality
- graffiti, artwork or writing that displays extremist themes
- attempts to impose extremist views or practices on others
- verbalizing anti-Western or anti-British views
- advocating violence towards others

6. Referrals and intervention

Staff and visitors must refer all concerns about children and young people who show signs of vulnerability or radicalisation to the headteacher/DSL, using the usual methods for reporting other safeguarding concerns.

6.1. Escalation to Channel

As some concerns which are identified may have a security dimension to them, it is important that liaison with the police forms an early part of all investigations, as part of the Channel process.

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.

Referrals should be made to prevent@northyorkshire.police.uk

7. Curriculum

Our school encourages working towards a society with a common vision and sense of belonging for all communities and take our role in preparing all our young people for life in modern Britain seriously. We are committed to offering pupils a broad and balanced curriculum which aims to:

- Encourage pupils to be inquisitive learners who are tolerant of others
- Promote common values and value diversity
- Promote awareness of human rights, and the responsibility to uphold and defend them
- Develop the skills of participation and responsible action

The school will make sure that any discussions are suitable for the age and maturity of the children involved.

8. Visitors

Visitors are made aware of our safeguarding and child protection policies on arrival and are given information about what to do if they are concerned about any aspect of child welfare.

The use of external agencies or speakers is encouraged to enrich the learning experience of our pupils. However, speakers will not be invited to the school without permission from the Headteacher. They must be vetted and assessed in order to ensure that any messages communicated are consistent with the ethos of the school, do not marginalise any communities, groups or individuals and support fundamental British values. Speakers must be always supervised and will not be allowed to speak to children without a member of staff being present.

9. Internet safety

The internet provides children and young people with access to a wide range of content, some of which is harmful. Extremists use the internet, including social media, to share their messages. The filtering systems used throughout the Trust block inappropriate content, including terrorist and extremist material.

The Trust's firewall also monitors traffic to the web and produces a daily report of potential inappropriate searches using keyword monitoring. These reports are reviewed on a regular basis by a member of the Senior Leadership Team.

10. Training

Staff will be given training 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 forms part of their safeguarding training. Staff are updated as necessary at safeguarding briefings as appropriate.

11. Safer recruitment

We ensure that the staff appointed within the Trust are suitable, our recruitment procedures are rigorous, and we follow the statutory guidance published in part 3 of Keeping Children Safe in Education. Vetting and barring checks are undertaken on all relevant people, including governors and volunteers.

ASSOCIATED POLICIES

- Child Protection Manual
- Online Safety Policy
- PSHE Policy
- Teaching and Learning Policy
- Acceptable Use Agreement
- Recruitment and Selection Policy
- Whistleblowing Policy
- Equality Plan