Prevent Policy

Last Updated. October 2020
Review Date. October 2021

CONTENTS

		Page Numbers
1.	Scope of Policy	3
2.	Aim of Policy	3
3.	Introduction	3
4.	Equality & Diversity	3
5.	National Guidance & Strategies	4
6.	School Values, Ethos & Practice	4
7.	Understanding & Recognising Risks & Vulnerabilities of Radicalisation Principles	5
8.	Vulnerability/Risk Indicators	7
9.	Referral & Intervention Process	7
10.	Channel	7
11.	Training	8
12.	Policy Review	8
13.	Appendix 1 (Prevent Risk Assessment)	9
14.	Appendix 2 (Roles & Responsibilities of the SPOC)	11

ELMS BANK SPECIALIST ARTS COLLEGE
PREVENT POLICY

1. Scope of Policy

This policy is applicable to the whole school community, including the headteacher, governors, teaching staff, non-teaching staff, volunteers and staff from external agencies who work within the school community at Elms Bank.

2. Aim of policy

- Ensure all staff are aware of their Prevent duty.
- Develop confidence within staff in their ability to identify children at risk of being drawn into terrorism and ensure that they feel that concerns will always be taken seriously.
- Ensure that staff are aware of their duty to challenge extremist views and behaviour which pupils may display.
- Ensure there is a clear protocol for referring concerns within school which is well understood by all staff.
- Ensure that there is a clear protocol for the SPOC to follow when a concern is raised.

3. Introduction

The current threat from Terrorism and Extremism in the United Kingdom is real and severe and can involve the exploitation of vulnerable people, including children to involve them in extremist activity. This guidance is designed to provide a clear framework for staff with which to respond to safeguarding concerns for those children and young people who may be vulnerable to the messages of extremism.

In addition it provides details of the local inter agency process and expectations in identifying appropriate interventions based on the child concern model/threshold of need and intervention model and the Channel process. (See below)

Radicalisation is defined as the process by which people come to support terrorism and extremism and, in some cases, to then participate in terrorist groups.

 "Extremism is 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. We also include in our definition of extremism calls for the death of members of our armed forces, whether in this country or overseas" (HM Government Prevent Strategy 2011)

4. Equality and Diversity

All strategies are intended to ensure that no-one is treated in any way less favourably on the grounds of race, colour, national or ethnic or social origin, race, disability, gender,

sexual orientation, gender reassignment, marriage & civil partnership, pregnancy & maternity, age, religion/belief or political/other personal beliefs.

5. National Guidance and Strategies

CONTEST is the Government's counter terrorist strategy, its aim to reduce the risk to the UK and its interests overseas from terrorism.

PREVENT is a key part of the CONTEST strategy, its aim is to stop people becoming terrorists or supporting terrorism. Early intervention is at the heart of "Prevent" in diverting people away from being drawn into terrorist activity. "Prevent" happens before any criminal activity takes place. It is about recognising, supporting and protecting people who might be susceptible to radicalisation. The Prevent Strategy objectives are: Ideology - respond to the ideological challenge of terrorism and the threat we face from those who promote it; Individuals - prevent people from being drawn into terrorism and ensure that they are given appropriate advice and support; and Institutions - work with sectors and institutions where there are risks of radicalisation which we need to address.

CHANNEL is a key element of the "Prevent" strategy and is a multi-agency approach to protect people at risk from radicalisation. Channel uses existing collaboration between local authorities, statutory partners (such as the education and health sectors, social services, children's and youth services and offender management services), the police and the local community to:

- identify individuals at risk of being drawn into terrorism;
- assess the nature and extent of that risk; and

develop the most appropriate support plan for the individuals concerned. Channel is about safeguarding children and adults from being drawn into committing terrorist-related activity. It is about early intervention to protect and divert people away from the risk they face before illegality occurs

6. School Values, Ethos and Practice

The school will seek to regularly promote British Values through such activities as assemblies, the Pastoral Scheme of Work, PSHE and through curriculum teaching and extra-curricular activities.

Staff should challenge any prejudice, discrimination or extremist views, including derogatory language, displayed by pupils or staff. This should be dealt with in line with our Behaviour Policy for pupils and, where appropriate, the Disciplinary Procedure for staff.

Staff should be alert to:

- 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 artwork 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.

7. Understanding and Recognising Risks and Vulnerabilities of Radicalisation Principles

There is no such thing as a 'typical extremist' and those involved in extremism come from a range of backgrounds and experiences.

Most individuals, even those who hold radical views, do not become involved in violent extremism.

Numerous factors can contribute to and influence the range of behaviours that are defined as violent extremism. It is important to consider these factors in order to develop an understanding of the issue. It is also necessary to understand those factors that build resilience and protect individuals from engaging in violent extremist activity.

It is important to be cautious in assessing these factors to avoid inappropriately labelling or stigmatising individuals because they possess a characteristic or fit a specific profile.

It is vital that all professionals who have contact with vulnerable individuals are able to recognise those vulnerabilities and help to increase safe choices.

It is necessary to remember that violent behaviour operates on many levels in the absence of protective factors and that individuals largely act within the context of their environment and experiences.

Research shows that indicators of vulnerability can include:

- Identity Crisis - Distance from cultural/religious heritage and uncomfortable with their place in the society around them;

- Personal Crisis - Family tensions; sense of isolation; adolescence; low self-esteem; disassociating from existing friendship group and becoming involved with a new and different group of friends; searching for answers to questions about identity, faith and belonging;

- Personal Circumstances - Migration; local community tensions; events affecting country or region of origin; alienation from UK values; having a sense of grievance that is triggered by personal experience of racism or discrimination or aspects of Government policy;

- Unmet Aspirations - Perceptions of injustice; feeling of failure; rejection of civic life;

- Criminality - Experiences of imprisonment; poor resettlement/reintegration; previous involvement with criminal groups.

However, this list is not exhaustive, nor does it mean that all young people experiencing the above are at risk of exploitation for the purposes of violent extremism.

More critical risk factors could include:

- Being in contact with extremist recruiters;

- Articulating support for violent extremist causes or leaders;

- Accessing violent extremist websites, especially those with a social networking element;

- Possessing or accessing violent extremist literature;

- Using extremist narratives and a global ideology to explain personal disadvantage;

- Justifying the use of violence to solve societal issues;

- Joining or seeking to join extremist organisations;

- Significant changes to appearance and/or behaviour.

8. Vulnerability/Risk Indicators

At **Appendix 1** there is a list of risk indicators which staff should use when making a risk assessment on a child's risk of being drawn into terrorism. It is not exhaustive and all or none may be present in individual cases of concern. Nor does it mean that vulnerable people/young people experiencing these factors are automatically at risk of exploitation for the purposes of extremism.

9. Referral and intervention process

The Prevent Single Point of Contact (SPOC) is the safeguarding officer who is the lead within the school for safeguarding in relation to protecting individuals from radicalisation and involvement in terrorism. This is currently Stephanie Thomas.

As with other safeguarding issues, where a member of staff has any concerns that a person or their family may be at risk of radicalisation or involvement in terrorism, they should complete a welfare referral form and speak with the safeguarding officer without delay. The concern does not need to be evidence based, it may simply be a feeling that something is not right.

The safeguarding officer should offer advice and guidance.

The safeguarding officer may decide that the concern may be addressed by action within the school. In this case, the school should take the appropriate action to address any concerns, and review whether the concerns remain after this. It may be that a Common Assessment Framework (CAF) is conducted to better understand the issue and gather additional information.

The safeguarding officer may decide to initially contact Channel directly for a consultation. If following this initial consultation the decision is taken to refer to Channel then the safeguarding officer will complete a Channel referral and continue to liaise directly with Channel.

If, at any stage, it is felt that the individual poses an immediate danger to themselves or any other person, the police should be called immediately.

All Prevent concerns must be logged on the pupil's electronic concerns form.

10. Channel

Channel is a multi-agency approach, led by Greater Manchester Police, to provide support to individuals who are at risk of being drawn into terrorist related activity.

Channel seeks to:

- Establish an effective multi-agency referral and intervention process to identify vulnerable individuals;

- Safeguard individuals who might be vulnerable to being radicalised, so that they are not at risk of being drawn into terrorist related activity;

- Provide early intervention to protect and divert people away from the risks they face and reduce vulnerability.

The Channel Team is based at GMP Headquarters within the North West Counter-Terrorism Unit.

If after an initial consultation with Channel, it is felt that a referral to Channel is appropriate this will be made by the safeguarding officer.

The telephone contact number for the Channel Team is 0161 856 6362.

The e-mail address for the Channel Team is channel.project@gmp.police.uk.

11. Training

All staff will be provided with Prevent training in addition to the school Social Care Policy training.

12. Policy Review

This policy will be subject to annual review but will be amended immediately in line with updated national guidance.

Appendix 1: Prevent Risk Assessment

Name of Pupil:_____

Name of person Completing Assessment:_____

Date of assessment:_____

Risk	Tick	Notes
Personal Crisis – Family tensions; sense of isolation; adolescence; low self esteem; disassociating from existing friendship group and becoming involved with a new and different group of friends; searching for answers to questions about identity, faith and belonging.		
Personal Circumstances – Migration; local community tensions; events affecting country or region of origin; alienation from UK values; having a sense of grievance that is triggered by personal experience of racism or discrimination or aspects of Government policy.		
Unmet Aspirations – Perceptions of injustice; feeling of failure; rejection of civic life		
Criminality – Experiences of imprisonment; poor resettlement/reintegration, previous involvement with criminal groups.		
Is there reason to believe that the child/young person associates with those known to be involved in extremism - either because they associate directly with known individuals or because they frequent key locations where these individuals are known to operate? (e.g. the child/young person is the partner, spouse, friend or family member of someone believed to be linked with extremist activity).		
Does the child/young person frequent, or is there evidence to suggest that they are accessing the internet for the purpose of extremist activity? (e.g. Use of closed network groups, access to or distribution of extremist material, contact associates covertly via Skype/email etc)		
Is there reason to believe that the child/young person has been or is likely to be involved with extremist/ military training camps/ locations?		
Is the child/young person known to have possessed or is actively seeking to possess and/ or distribute extremist literature/ other media material likely to incite racial/ religious hatred or acts of violence?		
Does the child/young person sympathise with, or support illegal/illicit groups e.g. propaganda distribution, fundraising and attendance at meetings?		
Does the child/young person support groups with links to extremist activity but not illegal/illicit e.g. propaganda distribution, fundraising and attendance at meetings?		
Has the child/ young person encountered peer, social, family or faith group rejection?		
Is there evidence of extremist ideological, political or religious influence on the child/ young person from within or outside UK?		
Have international events in areas of conflict and civil unrest had a personal impact on the child/ young person resulting in a noticeable change in behaviour? It is important to recognise that many people may be emotionally affected by the plight of what is happening in areas of conflict (i.e. images of children dying) it is important to differentiate them from those that sympathise with or support extremist activity		
Has there been a significant shift in the child/ young person's behaviour or outward appearance		

that suggests a new social/political or religious influence?		
Has the child/ young person come into conflict with family over religious beliefs/lifestyle/ dress choices?		
Does the child/ young person vocally support terrorist attacks; either verbally or in their written work?		
Has the child/ young person witnessed or been the perpetrator/ victim of racial or religious hate crime or sectarianism?		
Is there a pattern of regular or extended travel within the UK, with other evidence to suggest this is for purposes of extremist training or activity?		
Has the child/ young person travelled for extended periods of time to international locations known to be associated with extremism?		
Has the child/ young person employed any methods to disguise their true identity? Has the child/ young person used documents or cover to support this?		
Does the child/ young person have experience of poverty, disadvantage, discrimination or social exclusion?		
Does the child/ young person experience a lack of meaningful employment appropriate to their skills?		
Does the child/ young person display a lack of affinity or understanding for others, or social isolation from peer groups?		
Does the child/ young person demonstrate identity conflict and confusion normally associated with youth development?		
Does the child/ young person have any learning difficulties/ mental health support needs?		
Does the child/ young person demonstrate a simplistic or flawed understanding of religion or politics?		
Does the child/ young person have a history of crime, including episodes in prison?		
Is the child/young person a foreign national, refugee or awaiting a decision on their immigration/ national status?		
Does the child/ young person have insecure, conflicted or absent family relationships?		
Has the child/ young person experienced any trauma in their lives, particularly any trauma associated with war or sectarian conflict?		
Is there evidence that a significant adult or other in the child/young person's life has extremist view or sympathies?		
Being in contact with extremist recruiters		
Articulating support for extremist causes or leaders		
Accessing extremist websites, especially those with a social networking element		
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		

Appendix 2: Roles and Responsibilities of the Single Point of Contact (SPOC)

The SPOC is responsible for:

- Ensuring that other staff in the organisation are aware who the SPOC is in relation to protecting individuals from radicalisation and involvement in terrorism;

- Maintaining and applying a good understanding of the relevant guidance in relation to preventing individuals from becoming involved in terrorism, and protecting them from radicalisation by those who support terrorism or forms of extremism which lead to terrorism;

- Raising awareness about the role and responsibilities of the organisation in relation to protecting individuals from radicalisation and involvement in terrorism;

- Raising awareness within the organisation about the safeguarding processes relating to protecting individuals from radicalisation and involvement in terrorism;

- Acting as the first point of contact within the organisation for case discussions relating to individuals who may be at risk of radicalisation or involved in terrorism;

- Making referrals of individuals at risk to Greater Manchester Police or the Channel Co-ordinator as appropriate in line with the safeguarding policy;

- Collating relevant information from your organisation in relation to referrals of vulnerable children and young people or adults into the Channel process;

- Attending Channel meetings as necessary and carrying out any actions as agreed;

- Reporting progress on actions to the Channel Co-ordinator; and

- Sharing any relevant additional information in a timely manner.