



# **Prevent Policy**

## **July 2023**

**Adopted by LGB: 3/7/23**

**To be reviewed: June 2024**

## Prevent Policy

In order to fulfil the Prevent duty, it is essential that staff at Cleeve Meadow School identify children who may be vulnerable to radicalisation, and know what to do when they are identified. Protecting children from the risk of radicalisation is part of all of our wider safeguarding duties, and is similar in nature to protecting children from other harms (e.g. drugs, gangs, neglect, sexual exploitation), whether these come from within their family or are the product of outside influences. We should recognise that our student group are par

We can also build pupils' resilience to radicalisation by promoting fundamental British Values and enabling them to challenge extremist views. We do not intend to stop pupils talking about or debating controversial issues. On the contrary, in school, we want to provide a safe space in which children, young people and staff can understand the risks associated with terrorism and develop the knowledge and skills to be able to challenge extremist arguments.

## What is Extremism?

**“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. Included in the definition of extremism are calls for the death of members of the armed forces, whether in this country or overseas. Terrorist groups very often draw on extremist ideas developed by extremist organisations.**

## Risks

**At CMS school we are aware that students may be particularly vulnerable to radicalisation due to a range of factors including, an increased desire to belong, a limited social understanding, limited ability to foresee consequences, limited understanding of safe use of social media, lack of confidence to deal with pressure from others, difficulty expressing own needs and wants. We therefore have an increased duty to monitor students and to provide increased protection by providing robust opportunities for students to learn about the risks.**

- We should be aware of the increased risk of online radicalisation, as terrorist organisations such as ISIL seek to radicalise young people through the use of social media and the internet.
- We should be aware of local contextual risks such as radicalisation by local right wing groups.
- We should be aware of the risk of online radicalisation through groups which target young people and seek to address this through our online safety program, communicating with staff, parents and students on a regular basis.
- There is no single way of identifying an individual who is likely to be susceptible to a terrorist ideology. As with managing other safeguarding risks, we should be alert to changes in children's behaviour which could indicate that they may be in need of help or protection. Children at risk of radicalisation may display different signs or seek to hide their views.

- School staff should use their professional judgement in identifying children who might be at risk of radicalisation and act proportionately.

The following issues should be considered:

- Even very young children may be vulnerable to radicalisation by others, whether in the family or outside, and display concerning behaviour. The Prevent duty does not require teachers or childcare providers to carry out unnecessary intrusion into family life but as with any other safeguarding risk, they must take action when they observe behaviour of concern.
- Procedures are in place for protecting children at risk of radicalisation. These procedures are set out in existing safeguarding policies.
- Lettings are vetted and monitored by the school site manager, who is directly line-managed by the Head Teacher.

### **Working in partnership The Prevent duty builds on existing local partnership arrangements.**

- Local Safeguarding Children Boards (LSCBs) are responsible for coordinating what is done by local agencies for the purposes of safeguarding and promoting the welfare of children in their local area.
- Local authorities are vital to all aspects of Prevent work
- Working in conjunction with other partners, in particular the police and also civil society organisations, may be able to provide advice and support
- Effective engagement with parents / the family is also important as they are in a key position to spot signs of radicalisation. We would look to assist and advise families who raise concerns and be able to point them to the right support mechanisms.

### **Staff training**

**The statutory guidance refers to the importance of Prevent awareness training to equip staff to identify children at risk of being drawn into terrorism and to challenge extremist ideas.**

- Key staff have received special individual training in accordance with their role in school.
- All of our staff receive safeguarding training during induction and safeguarding is re-visited each year. Prevent is an essential part of the training. In addition staff are required to complete online training for Prevent and an all staff safeguarding session is delivered each year.

### **Incel**

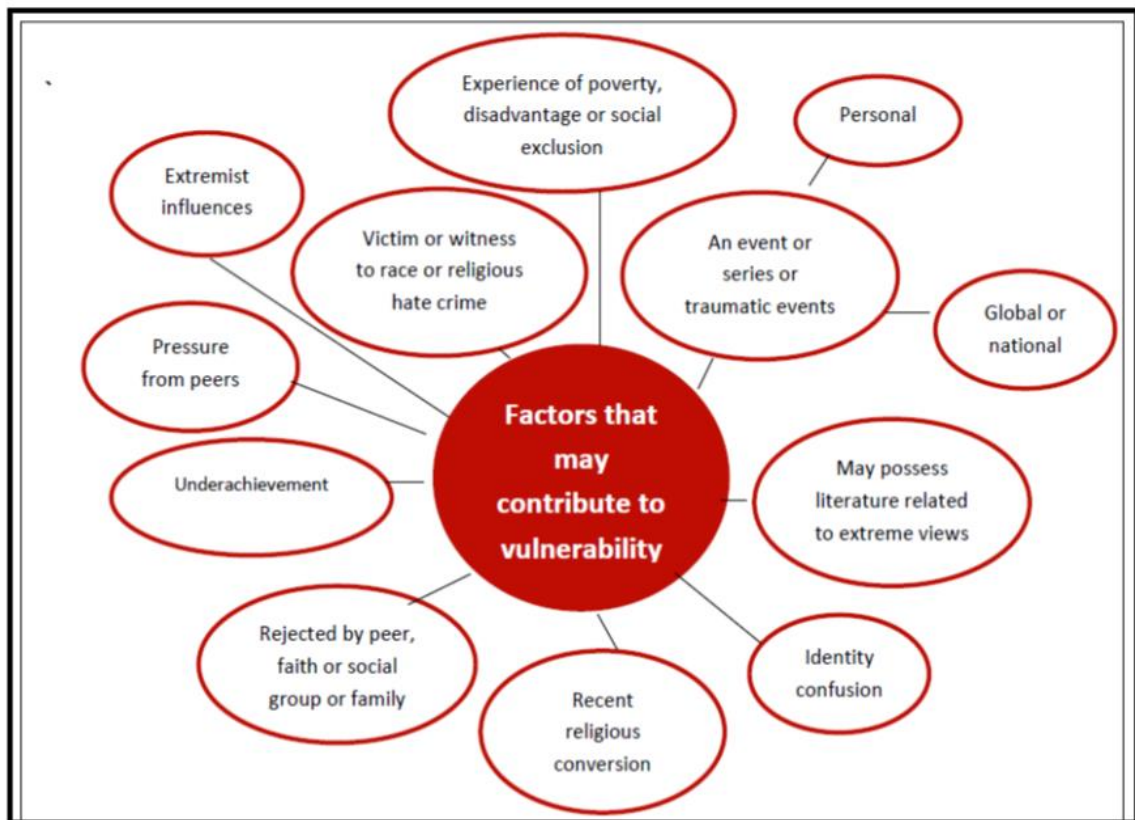
Organisations supporting schools with the prevent agenda have seen the emergence of a new source of radicalisation called 'Incel' which is a misogynistic movement in which males describe an involuntary celibacy, the ideology is outlined below:

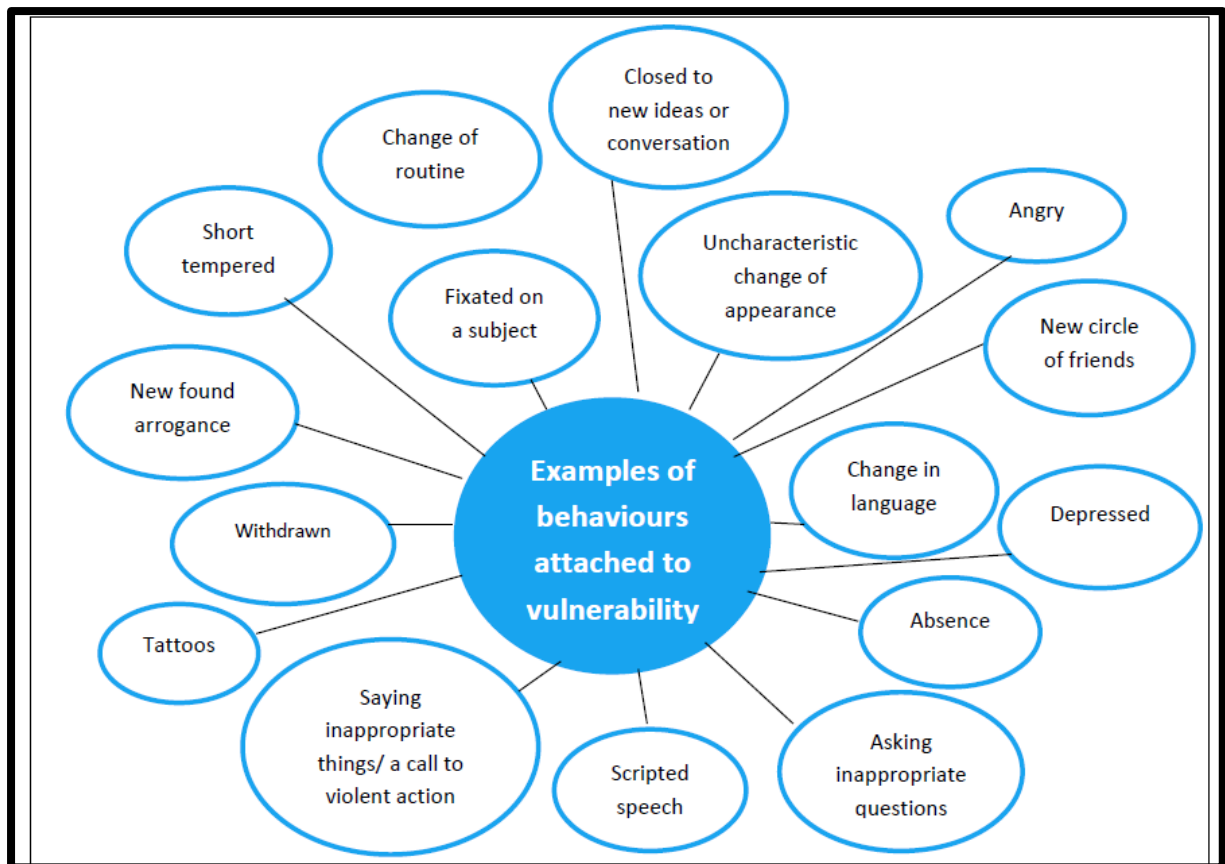
- Associations to right wing organisations
- Media portrayal of a subset of white men – violent ideology aimed at women refusing to have sex with them

- Largely online with predominantly closed communities where true identities are hidden
- Resentment, self loathing, racism, endorsement of violence
- Discuss merits of violent far right groups and jihadists
- Celebrate violent extremist attacks, such as Christchurch Mosque shootings, because of the deaths and injuries inflicted on non-incel members of society, especially women.

Male students at Cleeve Meadow who are accessing information online may be susceptible to Incel ideology due to the way the agenda is portrayed as a positive male approach. Any concerns regarding potential student radicalisation should be addressed in line with other forms of radicalisation.

The diagrams below support adults working with children to identify students who may be vulnerable to radicalisation and to identify the signs we may see in our student population should they be struggling.





### IT policies

**The statutory guidance makes clear the need for schools to ensure that children are safe from terrorist and extremist material when accessing the internet in schools.**

· We ensure that suitable filtering is in place.

- Internet safety is integral to our IT curriculum and is also embedded in PHSE.

(see online safety policy)

Online safety should be a focus in all areas of the curriculum and staff should reinforce online safety messages across the curriculum. The online safety curriculum should be broad, relevant and provide progression, with opportunities for creative activities. It will be provided in the following ways:

- A planned online safety curriculum should be provided as part of computing/PHSE/ other lessons and will be regularly revisited through subjects, the wider curriculum and in discussion as it arises.
- Key online safety messages should be reinforced as part of a planned programme of assemblies and tutorial/pastoral activities

- Students are taught in all lessons to be critically aware of the materials/content they access on-line and be guided to validate the accuracy of information
- Students should be supported in building resilience to radicalisation by providing a safe environment for debating controversial issues and helping them to understand how they can influence and participate in decision-making
- Staff should act as good role models in their use of digital technologies, the internet and mobile devices
- Where students are allowed to freely search the internet, staff should be vigilant in monitoring the content of the websites the young people visit.

The safe use of social media and the internet will be covered in other subjects where relevant

The school will use assemblies to raise students' awareness of the dangers that can be encountered online and may also invite speakers to talk to students about this.

Students will be given the opportunity to apply to become online safety representatives where they can take an active role in guiding safer use working with both older students from Cleeve Park School and younger students at Cleeve Meadows School.

(CMS online safety policy P6)

### **Building children's resilience to radicalisation**

Schools play a role in enabling young people to explore issues like terrorism and the wider use of violence in a considered and informed way. We believe that we can build pupils' resilience to radicalisation by providing a safe environment for debating controversial issues and helping them to understand how they can influence and participate in decision-making. Schools can facilitate understanding of wider issues within the context of learning about the values on which our society is founded and our system of democratic government. These are important for reasons which go far beyond Prevent but they connect to the Prevent agenda. We promote the spiritual, moral, social and cultural development of pupils and, within this, fundamental British values. This is effective in providing pupils with time to explore sensitive or controversial issues, and equipping them with the knowledge and skills to understand and manage difficult situations. The subject teaches pupils to recognise and manage risk, make safer choices, and recognise when pressure from others threatens their personal safety and wellbeing. We encourage pupils to develop positive character traits through PSHE, such as resilience, determination, self-esteem, and confidence.

### **What happens if there is a concern?**

- We/you may follow the school's normal safeguarding and child protection procedures, including discussing with the school's Designated Safeguarding Lead. In their absence please see the head of school.
- Possible Channel referrals will be discussed by the school Safeguarding Team if appropriate and in accordance with government guidelines.
- We/you may contact our local police force or dial 101 (the non-emergency number). They can talk to parents/staff in confidence about concerns and help gain access to support and advice.
- The Department for Education has dedicated a telephone helpline (020 7340 7264) to enable you to raise concerns relating to extremism directly.

*Concerns can also be raised by email to [counter.extremism@education.gsi.gov.uk](mailto:counter.extremism@education.gsi.gov.uk) . Please note that the helpline is not intended for use in emergency situations, such as a child being at immediate risk of harm or a security incident, in which case the normal emergency procedures should be followed.*

### **Equality and Diversity**

**All developments 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.**

### **Related Policies**

- Child Protection Policy
- Safeguarding Policy
- Equal Opportunities Policy
- Curriculum Policy
- Online Safety Policy
- PHSE Policy
- Prevent Risk Assessment