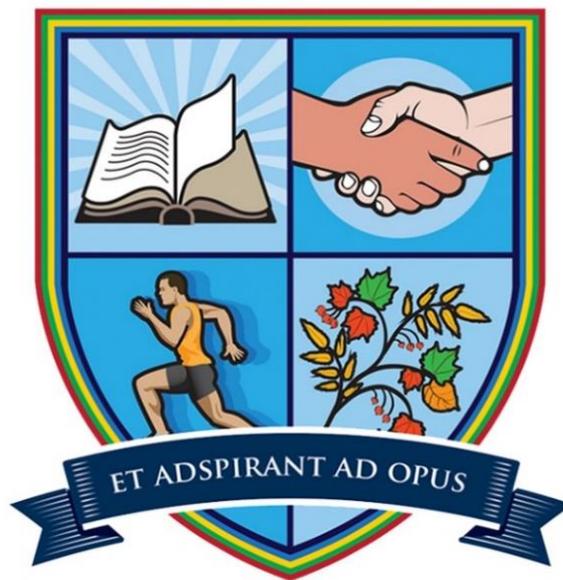


Kinver High School Prevent Policy

KINVER
HIGH SCHOOL



ENGAGE, SUCCEED, ASPIRE TO LEAD

Approved by Board of Governors – 11/11/2021

To be reviewed by Board of Governors – 01/09/2022

Contents

Policy Monitoring and Review	2
Introduction	2
School Ethos and Practice	3
Risk Indicators to Radicalisation	4
Preventing Radicalisation	6
Referring Concerns	8
Recruitment and Staff Conduct	9
Referral Pathway	9

Policy Adoption, Monitoring and Review

This policy will be considered and 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 2021’. Parents will be issued with a hard copy of this policy on request and it is also available for download from the school website.

The Governing Body will actively evaluate the effectiveness of this policy by monitoring staff understanding and application of the procedures within this policy as per our duty to safeguard and promote the welfare of children under our care.

Introduction

Kinver High School and Sixth Form is committed to providing a secure environment for pupils, where children feel safe and are kept safe. All staff and volunteers working at the schools recognise that safeguarding is everyone’s responsibility irrespective of the role they undertake or whether their role has direct contact or responsibility for children or not.

Under the Counter Terrorism and Security Act 2015 the school also has a statutory duty to have due regard to the need to prevent people from being drawn into terrorism. In view of this, individually and as a team we will actively assess the risk of children being drawn into terrorism. Staff will be alert to changes in a child’s behaviour which could indicate that he/she may need help or protection. Staff will use their professional judgement to identify children who may be at risk of radicalisation

and act appropriately – which may include making a referral to the Channel programme. The school will work with the Local Children’s Safeguarding Board as appropriate.

This policy 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 section 175 of the Education Act 2002 and should be read in conjunction with the Safeguarding Policy.

This Policy also draws upon the guidance contained in the “Staffordshire SSCB Procedures” and DfE Guidance “Keeping Children Safe in Education, 2021”; and specifically DCSF Resources “Learning Together to be Safe”, “Prevent: Resources Guide”, “Tackling Extremism in the UK”, DfE’s “Teaching Approaches that help Build Resilience to Extremism among Young People” and Peter Clarke’s Report of July 2014.

School Ethos and Practice

When operating this policy the school uses the following accepted Governmental definition of extremism which 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; and/or calls for the death of members of our armed forces, whether in this country or overseas’.

There is no place for extremist views of any kind in our school, whether from internal sources – pupils, staff or governors, or external sources – school community, external agencies, guest speakers or other individuals. Our pupils see our school as a safe place where they can explore controversial issues safely and where our teachers encourage and facilitate this – we have a duty to ensure this happens.

As a school we recognise that extremism and exposure to extremist materials and influences can lead to poor outcomes for children and so should be addressed as a safeguarding concern as set out in this policy. We also recognise that if we fail to challenge extremist views we are failing to protect our pupils.

Extremists of all persuasions aim to develop destructive relationships between different communities by promoting division, fear and mistrust of others based on ignorance or prejudice and thereby limiting the life chances of young people. Education is a powerful weapon against this; equipping young people with the knowledge, skills and critical thinking, to challenge and debate in an informed way.

To combat extremism: We will provide a broad and balanced curriculum, delivered by skilled professionals, so that our pupils are enriched, they understand and become tolerant of difference and diversity and also to ensure that they thrive, feel valued and not marginalised. As of September 2015 and again in 2017/18 we conducted as a staff a whole school curriculum audit on where particular components of Social Moral Spiritual and Cultural Education and Fundamental British Values are taught and highlight new opportunities to teach it. This is to ensure that SMSC and FBV is explicit in teaching and staff have ample opportunities to drive home the important PREVENT agenda. In addition, staff receive regular training on PREVENT.

Furthermore, at Kinver High School we are aware that young people can be exposed to extremist influences or prejudiced views from an early age which emanate from a variety of sources and

media, including via the internet, and at times pupils may themselves reflect or display views that may be discriminatory, prejudiced or extremist, including using derogatory language. Our Internet filter and tracking software through Edge monitors this continuously, alerting key staff where action needs to be taken.

Any prejudice, discrimination or extremist views, including derogatory language, displayed by pupils or staff will always be challenged and where appropriate dealt with in line with our [Invictus Positive Conduct Policy](#) and the [Invictus Code of Conduct for staff](#)

Where misconduct by a teacher is proven the matter will be referred to the National College for Teaching and Leadership for their consideration as to whether a Prohibition Order is warranted.

Risk Indicators to Radicalisation

The indicators below are not exhaustive and as outlined in the [Safeguarding Policy](#) there is no single way to identify someone who may be at risk of radicalisation and undertaking extremist acts.

As part of wider safeguarding responsibilities school staff will be alert to:

Indicators of an identity crisis:

- Distancing themselves from their cultural/religious heritage
- Uncomfortable with their place in society
- Changing style of dress or personal experience to accord with the group
- Conversation increasingly focussed on a particular (potentially extremist) ideology
- Possession of materials or symbols associated with an extremist cause

Indicators of a personal crisis:

- Family tensions
- A sense of isolation
- Low self-esteem
- Disassociation from existing friendship group
- Loss of interest in activities which they previously engaged with
- Searching for answers to questions about identity, faith and belonging

Indicators of vulnerability through personal circumstances:

- 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

Indicators of vulnerability through unmet aspirations:

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

Other indicators:

- Using derogatory language about a particular group
- Inappropriate forms of address
- Possession of prejudice related material
- Property damage
- Refusal to cooperate with teachers/adults requests
- Condoning or supporting engagement with extremist ideologies or groups

Making a judgement

When making a judgement about risk, staff will ask themselves the following questions:

- Does the child have access to extremist influences?
- Does the child access the internet for the 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 child has been, or is likely to be, involved with extremist organisations?
- Is the child known to possess or actively seek extremist literature/other media likely to incite racial or religious hatred?
- Does the child sympathise with or support illegal/illicit groups? Does the child support groups with links to extremist activity?
- Has the child encountered peer, social, family or faith group rejection?
- Is there evidence of extremist ideological, political or religious influence on the child?
- Have international events in areas of conflict and civil unrest had a noticeable impact on the child?
- Has there been a significant shift in the child's outward appearance that suggests a new social, political or religious influence?
- Has the child come into conflict with family over religious beliefs, lifestyle or dress choices?
- Does the child vocally support terrorist attacks; either verbally or in their written work?
- Has the child 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 child travelled for extended periods of time to international locations?
- Does the child have experience of poverty, disadvantage, discrimination or social exclusion?
- Does the child display a lack of affinity or understanding for others?
- Is the child the victim of social isolation?
- Does the child demonstrate a simplistic or flawed understanding of religion or politics?
- Is the child a foreign national, refugee or awaiting a decision on their/their family's immigration status?
- Does the child have insecure, conflicted or absent family relationships?
- Has the child experienced any trauma in their lives, particularly trauma associated with war or sectarian conflict?
- Is there evidence that a significant adult or other person in the child's life has extremist views or sympathies?

Critical indicators include where the child 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.

Our school will closely follow any locally agreed procedure as set out by the Local Authority and/or Staffordshire Safeguarding Children Board's agreed processes and criteria for safeguarding individuals vulnerable to extremism and radicalisation.

Preventing Radicalisation

At Kinver High School we will all strive to eradicate the misconceptions and assumptions that can lead to some young people becoming alienated and disempowered, especially where the narrow approaches children may experience elsewhere may make it harder for them to challenge or question these radical influences. In our school this will be achieved by embedding Fundamental British Values within our curriculum, tutorial program, and assemblies. We will follow the guidance provided in the Government's guidance 'Teaching approaches that help build resilience to extremism among young people' DfE 2011 and 'Promoting fundamental British values as part of SMSC in schools - Departmental advice for maintained schools' November 2014.

We will ensure that all of our teaching approaches help our pupils build resilience to extremism and give pupils a positive sense of identity through the development of critical thinking skills. We will ensure that all of our staff are equipped to recognise extremism and are skilled and confident enough to challenge it.

We will be flexible enough to adapt our teaching approaches, as appropriate, as to address specific issues so as to become even more relevant to the current issues of extremism and radicalisation. In doing so we will apply the 'key ingredients' see Appendix A, and we will apply the methodologies set out in that document following the three broad categories of:

- Making a connection with young people using a pupil centred approach
- Facilitating a 'safe space' for dialogue
- Equipping our pupils with the appropriate skills, knowledge, understanding and awareness for resilience.

This approach will be embedded within the ethos of our school so that pupils know and understand what safe and acceptable behaviour is in the context of extremism and radicalisation. This will work in conjunction with our school's approach to the spiritual, moral, social and cultural development of pupils and will include the sound use of assemblies to help further promote this rounded development of our pupils.

Our goal is to build mutual respect and understanding and to promote the use of dialogue not violence as a form of conflict resolution. We will achieve this by using a curriculum that includes:

- Role modelling leadership and citizenship
- Open discussion and debate
- Work on anti-violence and a restorative approach addressed throughout the curriculum
- Focused educational programmes.

We will also work with local partners, families and communities in our efforts to ensure our school understands and embraces our local context and values in challenging extremist views and to assist in the broadening of our pupil's experiences and horizons. We will help support pupils who may be vulnerable to such influences as part of our wider safeguarding responsibilities and where we believe a pupil is being directly affected by extremist materials or influences we will ensure that that pupil is offered mentoring. Additionally, in such instances our school will seek external support from the Local Authority and/or local partnership structures working to prevent extremism.

Together, the whole school community will promote the values of democracy, the rule of law, individual liberty, mutual respect and tolerance for those with different faiths and beliefs (FBV). We will teach and encourage pupils to respect one another and to respect and tolerate difference, especially those of a different faith or no faith. It is indeed our most fundamental responsibility to keep our pupils safe and prepare them for life in modern Britain and globally.

Use of External Agencies and Speakers

Kinver High School will encourage the use of external agencies or speakers to enrich the experiences of our pupils, however we will positively vet those external agencies, individuals or speakers who we engage to provide such learning opportunities or experiences for our pupils. Such vetting is to ensure that we do not unwittingly use agencies that contradict each other with their messages or that are inconsistent with, or are in complete opposition to, the school's values and ethos.

We must be aware that in some instances the work of external agencies may not directly be connected with the rest of the school curriculum so we need to ensure that this work is of benefit to pupils. Our school will assess the suitability and effectiveness of input from external agencies or individuals to ensure that:

- Any messages communicated to pupils are consistent with the ethos of the school and do not marginalise any communities, groups or individuals
- Any messages do not seek to glorify criminal activity or violent extremism or seek to radicalise pupils through extreme or narrow views of faith, religion or culture or other ideologies
- Activities are properly embedded in the curriculum and clearly mapped to schemes of work to avoid contradictory messages or duplication
- Activities are matched to the needs of pupils
- Activities are carefully evaluated by schools to ensure that they are effective.

We recognise, however, that the ethos of our school is to encourage pupils to understand opposing views and ideologies, appropriate to their age, understanding and abilities, and to be able to actively engage with them in informed debate, and we may use external agencies or speakers to facilitate and support this. Therefore, by delivering a broad and balanced curriculum, augmented by the use of external sources where appropriate, we will strive to ensure our pupils recognise risk and build resilience to manage any such risk themselves where appropriate to their age and ability but also to help pupils develop the critical thinking skills needed to engage in informed debate.

Referring Concerns

Where there are concerns of extremism or radicalisation parents, pupils and staff will be encouraged to make use of our internal systems to raise any issue in confidence with senior management. Our lead person for Prevent is the Designated Safeguarding Lead who would normally be the first point of contact should there be concerns. If for any reason this creates a difficulty for the referrer, they can contact the Local Authority 'Prevent' co-ordinator, First Response Team, Education Safeguarding Advice Service or Ofsted depending on the level of concern. Contact details for these agencies can be found at the end of this policy document. Staff should refer to the School Whistle Blowing Policy under which they are entitled to employment protection for raising genuine concerns outside of the school environment.

Child Protection

Please refer to our Safeguarding Policy for the full procedural framework on our Child Protection duties. Staff will be alert to the fact that whilst extremism and radicalisation is broadly a safeguarding issue there may be some instances where a child or children may be at direct risk of harm or neglect. For example; this could be due to a child displaying risky behaviours in terms of the activities they are involved in or the groups they are associated with or staff may be aware of information about a child's family that may equally place a child at risk of harm.

Therefore, all adults working at both schools (including visiting staff, volunteers', contractors, and students on placement) are required to report instances where they believe a child may be at risk of harm or neglect to the Designated Safeguarding Lead or Headteacher who will make a referral to children's social care or the Staffordshire Prevent team when appropriate. The Designated Safeguarding Lead works in line with the responsibilities as set out in the DfE Guidance 'Keeping Children Safe in Education' 2021. The Designated Safeguarding Lead is the focus person and local 'expert' for school staff, and others, who may have concerns about an individual child's safety or well-being and is the first point of contact for external agencies. In line with Recommendation 2 of Peter Clarke's Report; the role of our Designated Safeguarding Lead will be the responsibilities of the PREVENT strand of the Government's counter-terrorism strategy.

Training

All staff, including temporary staff, and volunteers will receive an induction in regard to our Safeguarding policy and procedures. This will include information and guidance about our duty to prevent people from being drawn into terrorism. Whole school in-service training in regard to safeguarding and child protection will be organised for staff, governors and volunteers at least every three years and will comply with the prevailing arrangements approved by Staffordshire Safeguarding Children Board and will, in part, include awareness raising on extremism and radicalisation and its safeguarding implications.

The Designated Safeguarding Lead will attend appropriate and relevant training courses in regard to safeguarding children, including the appropriate interagency training organised by the Safeguarding Children Board at least every two years. This will include accessing training on extremism and radicalisation and its safeguarding implications. The Designated Safeguarding Lead will ensure that all adults working in the school receive appropriate levels of training, guidance and support in regard to safeguarding children from extremism and radicalisation.

Recruitment and staff conduct

The arrangements for recruiting all staff, permanent and volunteers, to our school will follow guidance for safer recruitment best practice in education settings, including, but not limited to, ensuring that DBS checks are always made at the appropriate level, that references are always received and checked and that we complete and maintain a single central record of such vetting checks.

We will apply safer recruitment best practice principles and sound employment practice in general and in doing so will deny opportunities for inappropriate recruitment or advancement. We will be alert to the possibility that persons may seek to gain positions within our school so as to unduly influence our school's character and ethos. We are aware that such persons seek to limit the opportunities for our pupils thereby rendering them vulnerable to extremist views and radicalisation as a consequence. Therefore, by adhering to safer recruitment best practice techniques and by ensuring that there is an ongoing culture of vigilance within our school and staff team we will minimise the opportunities for extremist views to prevail. Referrals to the Staffordshire LADO service will be made when appropriate as per statutory guidance and our Safeguarding Children Policy. Kinver High School's policy on [Recruitment and Selection can be accessed here](#).

Role of Governing Body

The Governing Body of Kinver High School will undertake appropriate training to ensure that they are clear about their role and the parameters of their responsibilities as Governors, including their statutory safeguarding duties. The Governing Body of our school will support the ethos and values of our school and will support the school in tackling extremism and radicalisation. In line with Recommendation 13 of Peter Clarke's report details of our Governing Body are published on our school website to promote transparency. In line with the provisions set out in the DfE guidance 'Keeping Children Safe in Education, 2021' the governing body will challenge the school's senior management team on the delivery of this policy and monitor its effectiveness. Governors will review this policy regularly (annually) and may amend and adopt it outside of this timeframe 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.

Referral Pathway

Prevent What do I do if I have concerns about an individual in relation to extremism or radicalisation?

If you have concern about an individual in relation to extremism or radicalisation, you can refer to the Prevent Team. They will be able to offer appropriate advice and guidance and will refer into the Channel process, if required.

Concerned parties should call the Prevent team if you need further support/information direct on: 01785 232054 or via email prevent@staffordshire.pnn.police.uk

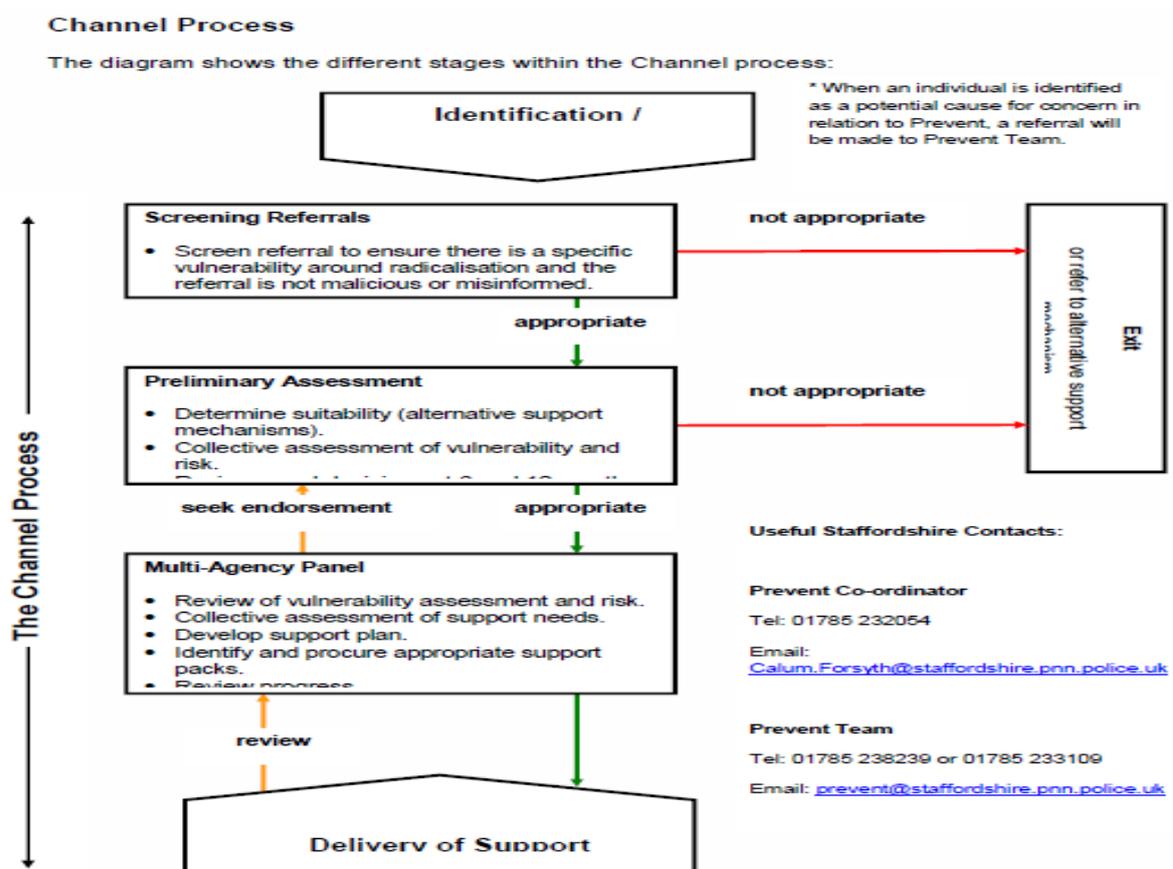
Further guidance

- If the practitioner feels that advising the parents / carer of the referral would increase the risk of harm to the child, then the practitioner should **not** inform them of the referral. However, it would be useful if the practitioner could tell the Prevent Team that they have not made the parents aware of the referral and the reasons for this, as this will help to inform the assessment.
- If there is risk of immediate harm or danger then the practitioner should contact 999 or the Police Anti-Terrorist Hotline (0800 789 321).
- If it is appropriate and safe to do so, then the practitioner can tell the parents / carers that they are making a referral to the Prevent Team (in the same way that they would advise them they are making a referral to First Response).

What is Channel?

Channel is a key element of the Prevent Strategy. It is a multi-agency approach to protect people at risk of radicalisation. Channel uses existing collaboration between local authorities, statutory partners, 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 for the individuals concerned.

More information about [Channel can be found via this link](#).



Source: 'Channel: Protecting vulnerable people from being drawn into terrorism - A guide for local partnerships. HM Government, October 2012