



Prevent Policy and Risk Assessment	
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RELATED POLICIES AND DOCUMENTS
Policy Name
Safeguarding and child Protection Policy 2024
Online safety Policy
Whistleblowing
Equal opportunities
Anti-Bullying
PSHE Policy
Visitors
WCAT British Values Statement
Staff Code of Conduct
Keeping Children Safe in Education 2024
Prevent duty Guidance 2023
Working Together to Safeguard Children

Definitions

Radicalisation: refers to the process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups.

Extremism: is the vocal or active opposition to our fundamental values, including the rule of law, individual liberty and the mutual respect and tolerance of different faiths and beliefs. This also includes calling for the death of members of the armed forces.

British Values: include democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs.

Introduction

This policy reflects Headstart's commitment to ensuring the safety and wellbeing of children. In recent years, global events have contributed to the rise of extremist viewpoints, including the promotion of violent extremism. To address this, the Counter Terrorism and Security Act (2015) introduced new statutory duties for schools. Under Section 26 of the Act, all schools and colleges are required to have “due regard to the need to prevent people from being drawn into terrorism.” This responsibility is referred to as the Prevent duty.

At Headstart, we acknowledge that children can be vulnerable to extremist ideologies and radicalisation. While there is no definitive way to identify whether a child may be at risk, factors such as special educational needs (SEN), familial or social influences, and background circumstances can increase vulnerability. Radicalisation can occur through various means, including social media and online platforms.

Despite these risks, it is possible to protect vulnerable individuals by addressing extremist ideologies and intervening to prevent radicalisation. As with other safeguarding concerns, staff are trained to recognize behavioural changes in children that may indicate they require help or protection. Our duty extends to preparing students for life in modern Britain while ensuring their safety. All staff members are expected to uphold and promote fundamental British values, including democracy, the rule of law, individual liberty, and mutual respect and tolerance for those with different faiths and beliefs.

Research highlights that children with low aspirations are more susceptible to radicalisation. Consequently, our school ethos and efforts to foster confidence, self-belief, tolerance, respect, and high expectations are vital in combating this threat.

Aims:

The main aims of this policy statement are to ensure that all staff and governors are vigilant for the signs of radicalisation; that they overcome professional disbelief that such issues 'will not happen here' and ensure that we work alongside other professional bodies and agencies to ensure that our children are safe from harm.

Objectives:

1. All governors, teachers, teaching assistants and non-teaching staff will have an understanding of what radicalisation and extremism are and why we need to be vigilant in school.
2. All governors, teachers, teaching assistants and non-teaching staff will know what the school policy is on anti-radicalisation and extremism and will follow the policy when issues arise.
3. Headstart will ensure this policy is available to the wider community through its website and in hard copy from the school reception on request.

Indicators 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. These include:

- Identity Crisis – the student is distanced from their cultural / religious heritage and experiences discomfort about their place in society
- Personal Crisis – the student may be experiencing family tensions; a sense of isolation; and low self-esteem; they may have dissociated from their existing friendship group and become involved with a new and different group of friends; they may be searching for answers to questions about identity, faith and belonging. This could include students who are on the edge of care or are LAC.
- Personal Circumstances – migration, local community tensions and events affecting the student's country or region of origin may contribute to a sense of grievance that is triggered by personal experience of racism or discrimination or aspects of Government policy.
- Unmet Aspirations – the student may have perceptions of injustice; a feeling of failure; rejection of civic life
- Experiences of Criminality – which may include involvement with criminal groups, imprisonment and poor resettlement/reintegration
- Special Educational Need – students may experience difficulties with social interaction, empathy with others, understanding the consequences of their actions and awareness of the motivations of others.

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

More critical risk factors could include:

- Being in contact with extremist recruiters
- 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
- Experiencing a high level of social isolation resulting in issues of identity crisis and / or personal crisis.

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 outside school (but there are also very powerful narratives, programmes, and networks that young people can come across online so particular individuals / groups may not become apparent)
- 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
- Secretive behaviour
- Online searches 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
- Verbalising anti-Western or anti-British views
- Advocating violence towards others

Procedure for referrals:

The Point of Contact for Headstart is Dawn Hartland, Deputy Headteacher/DSL who is responsible for:

- Ensuring that staff of the school are aware and work together to protect students from radicalisation and involvement in terrorism
- Maintaining and applying a good understanding of the relevant guidance in relation to preventing students from becoming involved in terrorism, and protecting them from radicalisation by those who support terrorism, or forms of extremism, which lead to terrorism
- Monitoring the effect in practice of the school's RE and Sub curriculum and assembly policy to ensure that they are used to promote community cohesion and tolerance of different faiths and beliefs
- Raising awareness within the school about the safeguarding processes relating to protecting pupils from radicalisation and involvement in terrorism
- Acting as the first point of contact within the school for case discussions relating to pupils who may be at risk of radicalisation or involved in terrorism
- Attending Channel meetings as necessary, or ensuring that the school is represented, and carrying out any actions as agreed
- Sharing any relevant additional information in a timely manner with appropriate personnel and/or local agencies.

Although serious incidents involving radicalisation have not occurred at our school to date, it is important for us to be vigilant and fully informed about issues that affect the local and wider area. Staff are reminded to suspend any professional disbelief that incidents of radicalisation **'could not happen here'** and to refer any concerns to the Designated Safeguarding Lead (DSL) Dawn Hartland, or Deputy Designated Safeguarding Lead's Chris Weatherley (Assistant Head – Oakfield) or Ryan Alexander (Assistant Head – Crouch) in school.

Role of the Curriculum:

Our students have access to a comprehensive scheme of lessons and learning in which they develop resilience and awareness of extremist ideologies. British values are taught through the PSHE Curriculum. The assembly programme provides students with experience of different cultures and events throughout the school year.

Staff training:

Through training opportunities including online access to the National College as well as staff meetings in school, we will ensure our staff are fully aware of the threats, risks and vulnerabilities that are linked to radicalisation and are aware of the process of radicalisation and how this might be identified early on. For example, a daily briefing for staff which includes the most up to date and relevant information concerning Safeguarding and Prevent duty. This information will also form part of our safeguarding training.

Safer recruitment:

We ensure our recruitment processes are rigorous, in line with statutory requirements, best practice guidance and the school's safer recruitment policy. These processes include the use of the DBS checks and online searches for all employees, governors, and regular volunteers. All staff are subject to a thorough induction program to include a 12 month probationary period

Visitors:

All visitors are accommodated in line with visitors' policy which covers all contractors and regular visitors.

Prevent Risk Assessment

Under the Prevent Duty Schools are expected to assess the risk of children being drawn into terrorism, including support for extremist ideas that are part of terrorist ideology. This means being able to demonstrate both a general understanding of the risks affecting children and young people in the area and a specific understanding of how to identify individual children who may be at risk of radicalisation and what to do to support them. You will already be doing a lot already to mitigate the risks such as raising the awareness of staff and using internet filters on school ICT systems and this assessment is a way of evidencing how you are reducing the risks of children, young people as well as your staff being exposed to messages and influences of violent extremism and radicalisation.

Headstart Schools updated Prevent Risk assessment 2024 can be found using the link below.

[Prevent risk assessment for schools](#)

If the link is not working, please contact the school to request a copy