

## Policy Statements and Procedures

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# PREVENT STRATEGY

### INTRODUCTION

*Section 26 of the Counter-Terrorism and Security Act 2015 (the Act) places a duty on certain bodies ("specified authorities" listed in Schedule 6 to the Act), in the exercise of their functions, to have "due regard to the need to prevent people from being drawn into terrorism".*

Schools are specified within Scheduled 6 of the Counter-Terrorism and Security Act 2015 and therefore have a legal duty to have a strategy in place to prevent people within schools being drawn into terrorism.

*The 'Prevent Strategy' published by the government in 2011, is a strategy designed to prevent any kind of extremist or terrorist activity from occurring in any community. It is part of the Government's overall counter-terrorism strategy, CONTEST. The aim of the Prevent strategy is to reduce the threat to the UK from terrorism by stopping people becoming terrorists or supporting terrorism (Update 2023 see page 4).*

Exposure of children to extremist ideology can hinder their social development and educational attainment alongside posing a very real risk that they could support or partake in an act of violence. All schools and colleges within The Trust are already responsible for keeping children safe, including from the risks of extremism and radicalisation, and for promoting the welfare of children in their care. The prevent duty reinforces these existing duties. The Trust has developed its Prevent strategy in accordance with The Prevent duty Departmental (non-statutory) advice for schools and childcare providers June 2015, the government's Prevent Strategy 2011 and Prevent Duty Guidance; statutory guidance issued under section 29 of the Counter-Terrorism and Security Act 2015.

The approach that The Trust takes is built on the following principles:

- It is good practice to be constantly vigilant in combatting suspicion or distrust between different groups of people represented within The Trust's school and college communities. Mistrust and a sense of injustice lie at the heart of division which can lead to extremist activity.
- The expression of extremism changes as national and world affairs change. Being resilient to all forms of extremism both now and in later life, as things change, depends on the values, the critical thinking skills and belief in tolerance and mutual respect that a person has.
- Having a stake in the opportunities which Britain offers to all its citizens for economic empowerment is critical. Disaffection and alienation occur when young people feel disenfranchised. An outstanding education which sees students leave confident, fulfilled, well-qualified and with a repertoire of skills to engage in British public and community life is the best way to eradicate all forms of extremism.

## **DELIVERY OF THE PREVENT STRATEGY**

The strategy is delivered through the following elements of our provision:

**The Curriculum:** Students follow a traditional, broad and balanced curriculum that is compulsory throughout all Key Stages. Religious Education is also a popular option at both GCSE and A Level. The Religious Education curriculum follows the Locally Agreed Syllabus and includes a study of all faiths. There are no students who are withdrawn from either Religious Education studies or from assemblies. Citizenship and PSHE are also compulsory throughout all Key Stages. Democracy, rule of law and global citizenship is taught as well as tolerance, diversity and respect. There is a strong PSHE curriculum which includes sex and relationships education, health education, drugs education and social issues amongst other learning.

**Extra-Curricular Provision:** Both boys and girls are involved in clubs and other activities that enrich the curriculum offer throughout the Trust. Participation rates are tracked so that any groups or individuals who are not taking advantage of what is on offer across the Trust, can be encouraged and/or enabled to get more involved. Students engage in a wide range of field trips, residential trips and day trips to support their curriculum learning or enrichment including trips abroad and to a variety of places of worship.

**Promoting Fundamental British Values:** Tolerance, Democracy, Rule of Law and Mutual Respect are topics that are taught to all students through themed assemblies, PSHE, daily curriculum, external speakers and Educational Visits.

**Student Voice:** Schools and colleges within the Trust have student Councils and a range of other initiatives for student leadership which allows students to have input into strategic planning. A democratic process is in place to ensure fair representation. Students have the opportunity to have their voices heard through our student Councils, surveys and questionnaires.

**Parental Involvement:** Regular newsletters and the website ensure that there is good communication between home and the schools and colleges. Students and their parents, guardians and carers can access help, advice and support when they need it, from all staff. Full support is given to students, parents, guardians and carers at crucial times, for example, options choices.

**Safeguarding:** The Trust provides extensive safeguarding services for all pupils and students as part of its commitment to the whole child. They include Attendance Officers, school counsellors, a Lead Safeguarding Officer and a team of Teaching and Learning Associates and Learning Mentors. Every pupil in the primary phase has a class teacher and a Phase Leader who are also supported by their Headteacher/Designated Safeguarding Leads. Every student in the secondary phase has a Form Tutor and a Director of Teaching and Learning throughout national curriculum Years 7 to 11. Equally, the colleges will be supported by their Principals/Designated Safeguarding Leads. We also employ the services of a Participation Officer and all schools and colleges within the Trust have a Safer Schools Officer. We have counsellors who provide high quality counselling services to a number of students and support emotional well-being. These services are coordinated by the Lead Safeguarding Officer. Records are kept meticulously and referrals are followed up conscientiously. Liaison with social services, CFACS and other agencies is carried out effectively.

### **Safeguarding and Child Protection Procedures**

If any member of staff or volunteer becomes concerned that a child's behaviour suggests they may be in need of protection or that they may present a risk of harm to other children and young people they must follow the Trust Safeguarding and Child protection procedures. This may involve making a referral to the Local Authority.

**Governance:** The governing body of Academy Board is actively involved in the life of the schools and colleges across the Trust, supporting the safety, personal development and well-being of pupils/students as well as achievement and standards, enrichment and equality.

**Data Analysis:** Data for outcomes, attendance, behaviour and participation is analysed by group to ensure that no groups are over or under represented and that achievement is the highest it can be for all students.

**ICT Network:** Access to social media sites and chat rooms is blocked on The Trust school and college networks. All schools and colleges within The Trust provide safe and secure infrastructures which allow them to manage internet access, including web filtering and email systems.

This comprehensive approach to ensuring that students have access to the highest quality education which offers experience to equip students to be successful in adult life both individually, within their own community and within wider British society is regarded by us as the best way in which to 'prevent' engagement in extremist activity of any kind.

## **STAFF TRAINING**

*"Safeguarding vulnerable people from radicalisation is no different from safeguarding them from other forms of harm."* Home Office – The Prevent Strategy.

Training on recognising and responding to the risk of Violent Extremism is undertaken by all staff on an annual basis as part of the safeguarding training for staff at the start of each academic year and as part of the induction process for new staff. Training is refreshed and enhanced throughout the year to respond to events in the local community and/or nationally. The point of contact for the Prevent Strategy is the Principal/Headteacher (in their roles as DSL's). The Principal/Headteacher will undertake regular enhanced training in relation to the Prevent Strategy e.g., the Home Office Workshop to Raise Awareness of Prevent (WRAP), Channel Programme and maintain close links with London Borough of Hillingdon and other relevant agencies such as the Metropolitan Police.

## **IDENTIFYING CASES OF STUDENTS AT RISK OF INVOLVEMENT IN EXTREMIST BEHAVIOUR**

### **Why might a young person be drawn towards extremist ideology?**

It appears a decision by a young person to become involved in violent extremism:

- May begin with a search for answers to questions about identity, faith and belonging
- May be driven by the desire for 'adventure' and excitement
- May be driven by a desire to enhance the self-esteem of the individual
- May involve identification with a charismatic individual and attraction to a group which can offer identity, social network and support
- May be fuelled by a sense of grievance that can be triggered by personal experiences of racism or discrimination

### **Recognising Extremism - early indicators may include:**

- Showing sympathy for extremist causes
- Glorifying violence
- Evidence of possessing illegal or extremist literature
- Advocating messages similar to illegal organisations

- Out of character changes in dress, behaviour and peer relationships (but there are also very powerful narratives, programmes and networks that young people can come across online so involvement with particular groups may not be apparent.)

**If staff have any concerns about students being:**

- At risk of involvement in extremist behaviour
- Involved in any form of extremist behaviour

They should report their concerns immediately to the Principal/Headteacher, who must use the **National Prevent referral form circulated by the Local Authority**.

The new email address [preventreferrals@met.pnn.police.uk](mailto:preventreferrals@met.pnn.police.uk) has been created which will share the form with both the police and the MASH (or equivalent), to allow the safeguarding concerns to be assessed alongside any police risk. The Hillingdon Prevent Team can be contacted on directly, if you have any queries or would like some support prior to submitting the referral form then you can contact the Local Authority Prevent lead, Fiona Gibbs.

**Email:** [fgibbs@hillingdon.gov.uk](mailto:fgibbs@hillingdon.gov.uk)

This strategy will be updated as and when advice and guidance is issued by the Department for Education for schools with regards to preventing people from being drawn into terrorism.

**Prevent: Preventing Radicalisation and Extremism**

Preventing radicalisation is an important aspect of safeguarding children and adults at risk because children and adults with care and support needs can be particularly vulnerable to being drawn in to, violent extremism and radicalisation and exploited by terrorists. It is important for professionals to know how to respond to concerns about radicalisation and extremism.

**CONTEST 2023: [Counter-terrorism strategy \(CONTEST\) 2023 – GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/counter-terror-strategy)**

CONTEST is the UK Government’s counter terrorism strategy, its aim is to reduce the risk from terrorism to the UK, its citizens and interests overseas, so that people can go about their lives freely and with confidence.

*“The terrorist threat in the UK today is dominated by individuals or small groups acting outside of organised terrorist networks. It is a trend which makes terrorists less predictable and harder to identify, investigate and disrupt.” (CONTEST 2023)*

**Prevent Duty update 2023: [Prevent duty guidance: England and Wales \(2023\) – GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/counter-terror-strategy)**

**There are multi-agency training sessions delivered by members of the Hillingdon Prevent Partnership.**

**Details of how to join / sign up for sessions can be found via the councils learning zone courses under the health and safety button or utilising the links below:**

- **Session 1 :** [Learning Zone – Introduction to Prevent](#)
- **Session 2:** [Learning Zone – A Spotlight on extreme ideologies](#)
- **Hate Crime Awareness:** [Course: What is Hate Crime? \(learningpool.com\)](#)

**If you do not already have a learning zone account then please complete [this form](#) to request a new Learning Zone account. Please check with your administrator if you have an existing Learning Zone account to avoid account duplication.**

### **The Prevent Duty**

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 duty requires specified authorities such as education, health, local authorities, police and criminal justice agencies (prisons and probation) to help prevent the risk of people becoming terrorists or supporting terrorism. The duty helps to ensure that people who are susceptible to radicalisation are supported as they would be under safeguarding processes.

Radicalisation is the process of a person legitimising support for, or use of, terrorist violence. Most people who commit terrorism offences do so of their own agency and dedication to an ideological cause. There is no single profile of a radicalised person, nor is there a single pathway or ‘conveyor belt’ to being radicalised.

There are many factors which can, either alone or combined, lead someone to subscribe to terrorist or terrorism supporting ideology. These factors often include exposure to radicalising influences, real and perceived grievances – often created or exacerbated through grievance narratives espoused by extremists – and a person’s own susceptibility. (Prevent Duty revision 2023).

### **Counter Terrorism and Security Act 2015**

Section 26 of the Counter-Terrorism and Security Act 2015 (the Act) places a duty on certain bodies (“specified authorities” listed in Schedule 6 to the Act), in the exercise of their functions, to have “due regard to the need to prevent people from being drawn into terrorism”.

### **Channel Panel**

**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 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 for the individuals concerned.

Professionals are required to understand the risks associated with radicalisation, how to identify someone who might be vulnerable and make the appropriate referral for support through the Channel process.

### **How a referral is assessed**

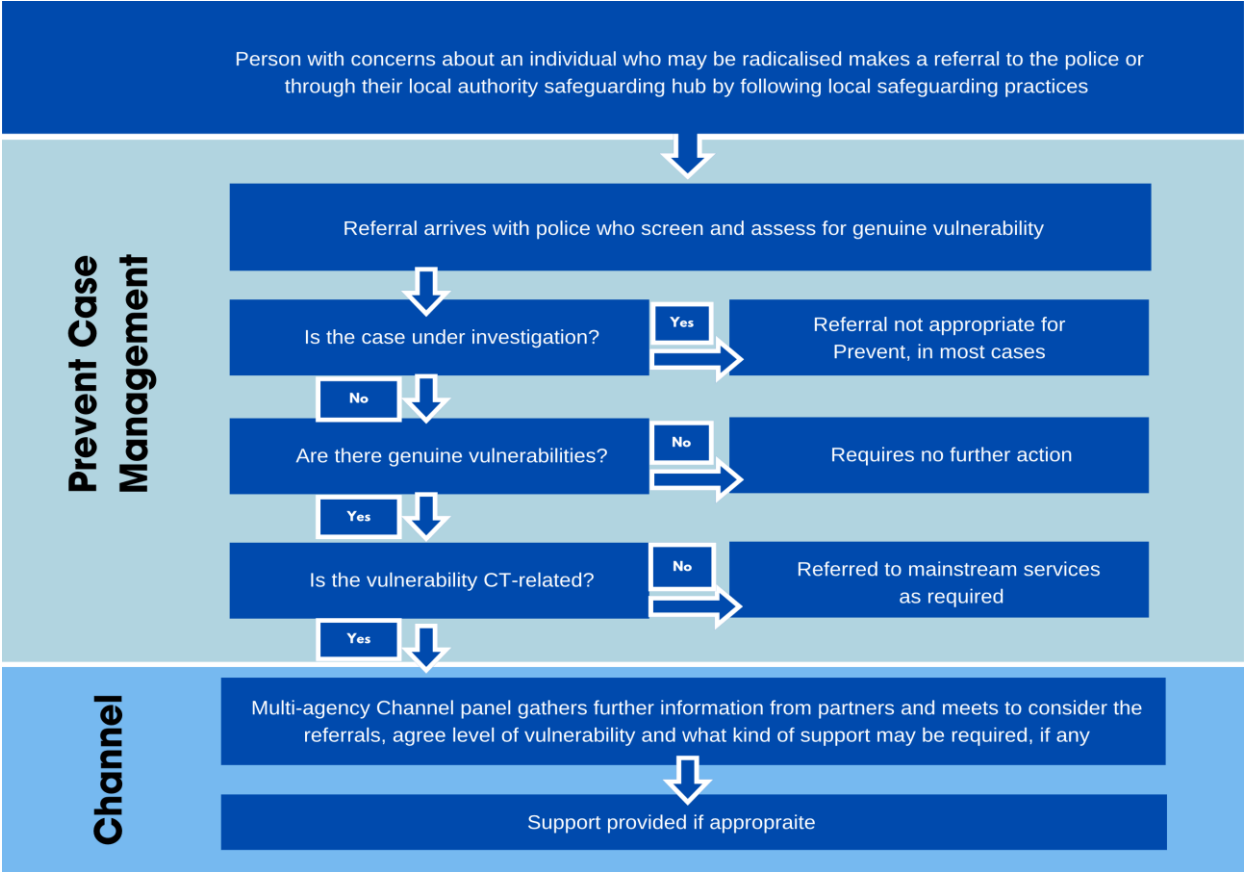
If you have not received an acknowledgement of your referral within one working day, contact Children’s Social Care or whichever agency you made the referral to. For more information, read [working together to safeguard children](#).

Counter Terrorism Policing may assess the referral. They are trained and experienced in assessing vulnerability and delivering supportive interventions to safeguard individuals and protect the public.

Counter Terrorism Policing will check if the learner is part of any open investigations. This should take 5 working days.

To understand more about the police’s role in Prevent, see [case study 2: the role of the police in a referral](#).

During the assessment period, other agencies can also conduct their own assessments. You should think about what you can do to support the learner. For help with this, read [managing the risk of radicalisation in your education setting](#).



The PREVENT Referral Process

[Prevent duty training - GOV.UK \(www.gov.uk\)](#)

[Making a referral to Prevent - GOV.UK \(www.gov.uk\)](#)

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