

The Prevent Duty Policy

Statement of intent

Protecting children from the risk of radicalisation is part of Bronte Academy Trust’s wider safeguarding duties. Each school will actively assess the risk of children being drawn into terrorism. Staff will be alert to changes in children’s behaviour which could indicate that they may be in need of 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.

Radicalisation: a process by which an individual or group comes to adopt increasingly extreme political, social, or religious ideals and aspirations that reject or undermine the status quo or reject and/or undermine contemporary ideas and expressions of freedom of choice.

Extremism: holding extreme political or religious views; fanaticism.

1. Training

The DSL/Deputy DSLs will undertake a risk assessment for their schools and be available to provide advice and support to other staff on how to protect children against the risk of radicalisation. The Designated Safeguarding Lead will facilitate formal training sessions for all members of staff and school governors, to ensure they are aware of the risk indicators and their duties regarding preventing radicalisation.

2. Risk indicators

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 a particular group
- Conversation increasingly focused 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 groups
- 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 family’s 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/local community values

Other indicators:

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

Making a judgement

When making a judgement, Bronte Academy Trust 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

3. Referrals

At Oakworth, we are committed to protecting our children from radicalisation through a process of early intervention.

All staff are encouraged to raise any concerns they might have about a child with their school’s Designated Safeguarding Lead. The Designated Safeguarding Lead will then assess the situation and decide whether further action is required. If so, they will then discuss any concerns with the Headteacher (if the Headteacher is not the DSL) and decide the best course of action regarding a referral to external agencies (eg. Social Care or the Channel Programme). Any decisions made will be made on a case-by-case basis and staff must be made aware that if they disagree with a decision not to refer, they are entitled to make a referral themselves where they harbour genuine concerns that a child is at risk.

Monitoring and Evaluation

Our Child Protection Policy and Procedures will be monitored and evaluated in each school by:

- Member/Trustee/ACG visits to the school
- SLT ‘drop ins’ and discussions with children and staff
- Pupil surveys and questionnaires
- Scrutiny of Attendance data
- Scrutiny of range of risk assessments
- Scrutiny of AGC minutes
- Logs of bullying/racist/behaviour incidents for SLT and AGC to monitor
- Review of parental concerns and parent questionnaires
- Review of the use of Nurture Room.

This policy also links to Trust/schools’ policies on:



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inside and outside of school, as well as online”**



Behaviour, Whistleblowing, Anti-bullying, Health & Safety, Attendance, Curriculum, PSHE, Teaching and Learning, Administration of medicines, Drug Education, RSE, ICT and Social Media, E-safety, Intimate Care

Monitoring and review

This policy is reviewed at least annually by the DSLs and headteacher. This policy will be updated as needed to ensure it is up-to-date with safeguarding/prevent issues as they emerge and evolve, including any lessons learnt. Any changes made to this policy will be communicated to all members of staff. All members of staff are required to familiarise themselves with all processes and procedures outlined in this policy as part of their induction programme. The next scheduled review date for this policy is **20th July 2025**.

This policy will be reviewed every year.

Signed.....

Date: 10th September 2024



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