

Prevent Duty Policy

**Member of SLT Responsible for Policy: C.Triance
Safeguarding Manager- W. Tolhurst-Jones**

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Contents:

[Statement of intent](#)

1. [Legal framework](#)
2. [Definitions](#)
3. [Risk indicators](#)
4. [Making a judgement](#)
5. [Referrals](#)
6. [Staff training](#)
7. [Preventing radicalisation through learning](#)
8. [Policy review](#)

Statement of intent

Shrewsbury Academy believes that protecting pupils from the risk of radicalisation is an essential aspect of the school's wider safeguarding duties.

The school has created this policy in order to ensure that all members of staff are alert to changes in pupils' behaviour which could indicate that they may be in need of help or protection, as well as to actively assess the risk of pupils being drawn into terrorism.

The school expects all members of staff to use their professional judgement to identify pupils who may be at risk of radicalisation and act accordingly, alongside the **Local Children's Safeguarding Board (LSCB)** if necessary.

Signed by:

_____ Headteacher Date: _____

_____ Chair of governors Date: _____

Legal framework

This policy has due regard to the following guidance and legislation, including, but not limited to:

Legislation

The Children Act 1989

The Children Act 2004

The Protection of Children Act 1999

The Safeguarding of Vulnerable Groups Act 2006

The Counter-Terrorism and Security Act 2015

Definitions

For the purpose of this policy, 'radicalisation' is defined as 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.

For the purpose of this policy, 'extremism' is defined as holding extreme political or religious views.

Risk indicators

The school regularly assesses the risk of pupils being drawn into terrorism and extremist activities. This involves having a clear understanding of the risks that can affect pupils in our area and a specific understanding of how to identify pupils who are at risk.

The school recognises that certain behaviours may indicate that a pupil is at risk of radicalisation. All members of staff are responsible for identifying these risk indicators and reporting them to a senior member of staff in school.

Indicators of an identity crisis are likely to include, but are not limited to the following:

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

Indicators of vulnerability through personal crisis are likely to include, but are not limited to the following:

- 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 are likely to include, but are not limited to the following:

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

Other indicators may include the following:

- The use of derogatory language about a particular group
- Inappropriate forms of dress
- Possession of prejudice related material
- Property damage
- Refusal to cooperate with the requests of teachers or other adults
- Condoning or supporting engagement with extremist ideologies or groups

Making a judgement

When making a judgement about the vulnerability of a pupil, members of staff are expected ask themselves the following questions:

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

- Does the pupil have insecure, conflicted or absent family relationships?
- Has the pupil experienced any trauma in their lives, particularly trauma associated with war or sectarian conflict?

Critical indicators include where the pupil 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.

Referrals

Shrewsbury Academy is committed to protecting its pupils from radicalisation through a process of early intervention.

All members of staff are encouraged to raise any concerns they might have about a pupil with the Designated safeguarding lead (DSL). Safeguarding Manager (named above)

The DSL assesses the situation and decides whether further action is required. If it is, they discuss any concerns with the head teacher and decide the best course of action regarding a referral to external organisations.

Decisions made are made on a case-by-case basis and members of staff are 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 pupil is at risk.

If appropriate, the DSL will refer the pupil to the Channel programme for early intervention.

The school recognises that effective engagement with parents/carers is important when identifying signs of radicalisation.

The school makes every effort to assist families who raise concerns and direct them to appropriate support mechanisms.

Staff training

The DSL undertakes Prevent awareness training on an annual basis, in order to be able to provide advice and support to other members of staff on how to protect pupils against the risk of radicalisation. Staff are encouraged to access online training on the Shropshire Learning Gateway.

The DSL ensures all staff are up to date with relevant training available and will ensure they are aware of the risk indicators and their duties regarding preventing radicalisation.

POLICY REVIEW - This policy is reviewed annually by the designated safeguarding lead and the headteacher.

The scheduled review date for this policy is **September 2018**