

# St James C.E. Primary School, Handsworth

## Prevent Policy

May 2014

### Introduction:

The threat to the UK from international terrorism is substantial. The terrorist threats that we now face are more diverse than ever before, dispersed across a wider geographical area and often in countries without effective governance. We therefore face an unpredictable situation!

Dealing with violent extremism is nothing new. Throughout history there have been groups prepared to use violence to achieve their aims. A small minority of these seek to radicalise young people with an ideology which justifies the use of violence through a distorted interpretation of a set of values (often associated with a religion).

In line with guidance from the Department for Education (DfE), St James CE Primary School has a zero tolerance acceptance of extremist behaviour and ensures that our care, guidance and curriculum empower young people to reject violent or extremist behaviour.

Whilst it remains very rare for school age children to become involved in extremist activity, young people can be exposed to extremist influences or prejudiced views, including via the internet, from an early age. Early intervention is a preferable way of tackling extremism.

### Definition of extremism:

Extremism can be defined as “holding of extreme opinions: the holding of extreme political or religious views or the taking of extreme actions on the basis of those views”.

### Strategies for Preventing Extremism:

The Office for Security & Counter Terrorism works to counter the threat from terrorism and their work is detailed in the counter terrorism strategy CONTEST. This strategy is based on four areas of work:

- **Pursue:** To stop terrorist attacks
- **Prevent:** To stop people becoming terrorists or supporting terrorism
- **Protect:** To strengthen our protection against a terrorist attack
- **Prepare:** To mitigate the impact of a terrorist attack

Our role, as a school, is outlined more specifically in the DCSF (Department for schools and families) document ‘Learning together to be safe: A toolkit to help schools contribute to the prevention of violent extremism.’

## **Aims:**

At St James CE Primary School we follow the principles outlined in the DCSF (Department for schools and families) toolkit which seeks to:

- **Raise awareness** within school of the threat from violent extremist groups and the risks for young people.
- Provide **information** about what can cause violent extremism, about preventative actions taking place locally and nationally and where we can get additional information and advice.
- Help schools understand the **positive contribution** they can make to empower young people to create communities that are more resilient to extremism and **protecting the wellbeing** of particular pupils or groups who may be vulnerable to being drawn into violent extremist activity.
- Provide advice on **managing risks** and responding to incidents locally, nationally or internationally that might have an impact on the school community.

At St James CE Primary School we will build on the Government's five strands to help address the factors that research suggests can cause people to become involved in extremism. In a school context the five strands are to:

1. understand how an extremist narrative which can lead to harm can be challenged by staff in schools; and model to pupils how diverse views can be heard, analysed and challenged in a way
2. which values freedom of speech and freedom from harm
3. understand how to prevent harm to pupils by individuals, groups or others who promote violent extremism, and manage risks within the school
4. understand how to support individuals who are vulnerable through strategies to support, challenge and protect
5. increase the resilience of pupils and of school communities through helping pupils acquire skills and knowledge to challenge extremist views, and promoting an ethos and values that promotes
6. respect for others.
7. use teaching styles and curriculum opportunities which allow grievances to be aired, explored and demonstrate the role of conflict resolution and active citizenship.

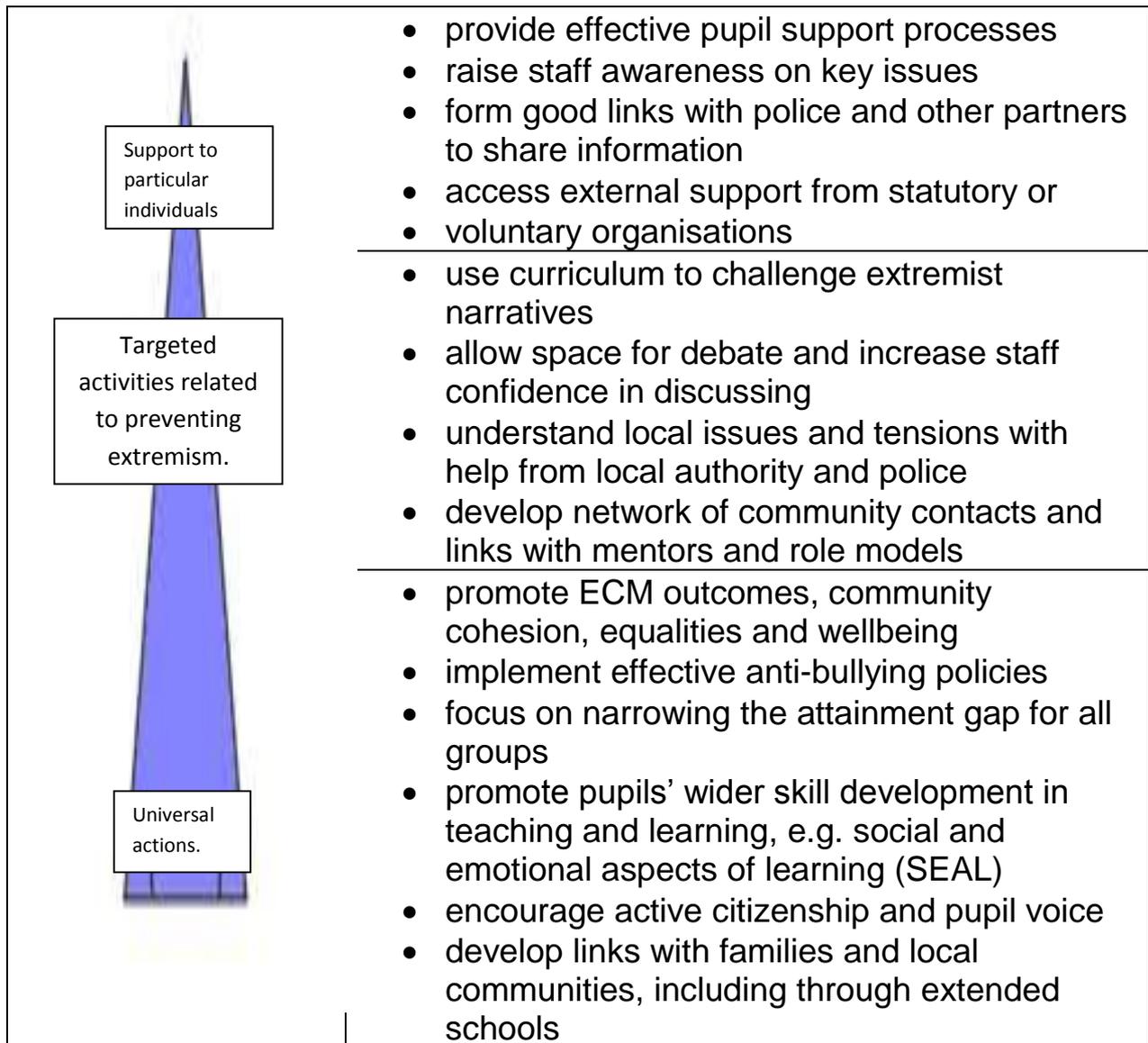
The school will use these principles to guide our work in all areas including building on our work in:

- Promoting the Every Child Matters (ECM) outcomes for all pupils
- Promoting pupil wellbeing, equalities and community cohesion
- Building the resilience of the school, working with partners, to prevent pupils becoming the victims or causes of harm
- Working with other agencies and parents to build community networks of support for the school.

The toolkit forms the body of this policy and is available to download from:

[http://dera.ioe.ac.uk/8396/1/DCSF-Learning%20Together\\_bkmk.pdf](http://dera.ioe.ac.uk/8396/1/DCSF-Learning%20Together_bkmk.pdf)

## A tiered approach



The toolkit forms the body of this policy and is available to download from:

[www.communitycohesioncc.org.uk/docs/280.pdf](http://www.communitycohesioncc.org.uk/docs/280.pdf)

See for further guidance, '[prevent duty](#)' in the [Counter-Terrorism and Security Act 2015](#).

The guide '[The use of social media for online radicalisation](#)' is also available to help schools.

Read further [prevent duty guidance for use in England, Wales, and Scotland - including information for higher and further education institutions](#).

### **Helpline**

If you are concerned about extremism in a school or organisation that works with children, or if you think a child might be at risk of extremism, contact this helpline. Open Monday to Friday from 9am to 6pm (excluding bank holidays).

#### **Preventing extremism in schools and children's services**

Email [counter.extremism@education.gov.uk](mailto:counter.extremism@education.gov.uk)

Telephone 020 7340 7264

Written by: Elaine Riley (May 2014)  
Reviewed annually  
Last review: 27<sup>th</sup> april 2017

## **Appendix 1:**

### Prevent Strategy and Channel.

These are two papers which have been drawn up by the government to support vulnerable adults and also young people from being radicalised and turning to terrorism or terrorist organisations in whatever form that may take.

Prevent Strategy (June 2011):

Education

Schools and children

Next steps

10.44 We regard Prevent work with children and with schools as an important part of the strategy. But this work needs to be proportionate. It must not start from a misplaced assumption that there is a significant problem that needs to be resolved. We have seen some evidence of very limited radicalisation of children by extremist or terrorist groups. There is further evidence that some schools – and some supplementary schools – have used teaching materials which may encourage intolerance. And we know that some extremist or terrorist organisations have held positions of influence in education or in other organisations working closely with children. But these issues must be kept in perspective. And they are not all within the remit of Prevent.

10.45 Schools can help to protect children from extremist and violent views in the same ways that they help to safeguard children from drugs, gang violence or alcohol. Schools' work on Prevent needs to be seen in this context. The purpose must be to protect children from harm and to ensure that they are taught in a way that is consistent with the law and our values. Awareness of Prevent and the risks it is intended to address are both vital. Staff can help to identify, and to refer to the relevant agencies, children whose behaviour suggests that they are being drawn into terrorism or extremism.

10.55 Over the lifetime of this strategy, DfE will undertake the following Prevent-related work in England:

- ensure that teachers and other school staff know what to do when they see signs that a child is at risk of radicalisation;
- continue to collaborate and encourage collaboration with policing and the development of products for teachers;
- as part of the planned changes to the inspection arrangements for maintained schools, give due weight to schools' activities in support

of our shared values, and for any concerns to be reflected in the report;

- strengthen the Independent School Standards to ensure that schools understand their obligations;
- establish a set of standards for teachers which clarifies obligations regarding extremism;
- provide effective financial and non-financial ‘due diligence’ to minimise the risk that those with unacceptable views can set up Free Schools or gain control of academies or other publicly-funded schools;
- work with the Charity Commission to ensure that schools that are charities and under their jurisdiction comply with charity law;
- work to reduce the risk that children and young people are exposed to extremist views in out of school hours provision; and
- help children’s services work with schools and other agencies, including Channel, to identify

## **Appendix 2:**

### **Channel: Protecting vulnerable people from being drawn into terrorism**

1.1 Channel is "a multiple-agency approach to protect young people at risk of radicalisation."

- identify individuals at risk of being drawn into terrorism
- assess the nature and extent of the risk
- develop the most appropriate support plan for the individuals concerned

1.2 It is "about safeguarding children and adults from being drawn into committing terrorist-related activity. It is about early intervention to protect and divert people away from the risk they face before illegality occurs."

2.11/12 Channel referrals should be prioritised by the Local authority and are the primary responsibility of the Channel police practitioner.

2.14 Channel is not an intelligence gathering process; it is a process for providing support to people at risk. It requires sharing of personal information.

2.15 Information should only be shared if it is a necessity in light of risks to the individual / public. Wherever possible the consent of the person concerned should be obtained. In the absence of consent, one of the "gateway / exemption conditions" must be satisfied. The "Power to Share" must be in place under the Data Protection Act, the Human Rights Act and the Common Law Duty of Confidentiality.

3.3 A Channel referral is intended to be an "early intervention to protect and divert people away from the risk they may face before illegality relating to terrorism occurs." A referral will not lead to an individual receiving a criminal record.

3.4 Channel applies a vulnerability assessment framework built around three dimensions:

- Engagement with a group, cause or ideology
- Intent to cause harm
- Capability to cause harm

3.8-10 see 22 vulnerability indicators

### **Vulnerability**

3.8 Completing a full assessment for all 22 factors requires thorough knowledge of the individual that may not be available at the point of the initial referral. However, there are a number of behaviours and other indicators that may indicate the presence of these factors. Example indicators that an individual is engaged with an extremist group, cause or ideology include:

- spending increasing time in the company of other suspected extremists;
- changing their style of dress or personal appearance to accord with the group;
- their day-to-day behaviour becoming increasingly centred around an extremist ideology, group or cause;
- loss of interest in other friends and activities not associated with the extremist ideology, group or cause;

- possession of material or symbols associated with an extremist cause (e.g. the swastika for far right groups);
- attempts to recruit others to the group/cause/ideology; or
- communications with others that suggest identification with a group/cause/ideology.

3.9 Example indicators that an individual has an intention to use violence or other illegal means include:

- clearly identifying another group as threatening what they stand for and blaming that group for all social or political ills;
- using insulting or derogatory names or labels for another group;
- speaking about the imminence of harm from the other group and the importance of action now;
- expressing attitudes that justify offending on behalf of the group, cause or ideology;
- condoning or supporting violence or harm towards others; or
- plotting or conspiring with others.

3.10 Example indicators that an individual is capable of contributing directly or indirectly to an act of terrorism include:

- having a history of violence;
- being criminally versatile and using criminal networks to support extremist goals;
- having occupational skills that can enable acts of terrorism (such as civil engineering, pharmacology or construction); or
- having technical expertise that can be deployed (e.g. IT skills, knowledge of chemicals, military training or survival skills).