

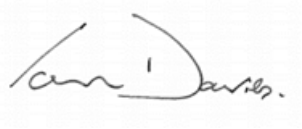


**MOUNT HOUSE
SCHOOL**

INSPIRING EVERY INDIVIDUAL

SCHOOL POLICIES

PREVENT DUTY

Review	Date	By
Current Review	September 2023	
Next Review	September 2024	

Statement of intent

This Policy is part of our commitment to keeping children safe. Since the 'Education and Inspections Act 2006' schools have a duty to promote community cohesion.

In recent years global events have led to a growth of extremist viewpoints, including advocacy and violent extremism. Schools have an important part to play in both educating children and young people about extremism and recognising when students start to become radicalised.

In July 2015 new statutory duties were placed on schools by the 'Counter Terrorism and Security Act 2015' which means they must work to prevent children being drawn into extremism. This is known as the 'Prevent duty'. Safeguarding our students from all risks of harm and actively promoting their wellbeing is an important part of our School's work and protecting them from extremism is one aspect of that.

We are living in rapidly changing and unpredictable times. Longstanding problems of racism, divided communities and the economic and political consequences of globalisation and de-industrialisation, are now supplemented by new pressures and trends. Islamist terrorism remains our primary and deadliest threat in the UK, however the threat from terrorism is becoming more complex, with the extreme right becoming an increasing concern.. The growing threat of international far right terrorism, particularly amongst young people, and the mainstreaming and the increasingly complex and sometimes unconventional nature of hate rhetoric in public discourse, generates new fears and challenges.

Mount House deplores terrorism of every kind and of any radical ideology. We will do anything we can to protect our students from the threat of terrorism and will not tolerate extremism or radicalisation in our school.

Our zero-tolerance approach to extremism and terrorism includes interventions, exclusions and involving third parties such as the police.

We support and adhere to guidance from the DfE which requires schools to actively promote fundamental British values and to ensure that students are encouraged to regard people of all faiths, races and cultures with respect and tolerance.

This policy relates to the radicalisation of students at our school.

1. Legal framework

0.1. This policy has due regard to statutory legislation, including, but not limited to, the following:

- Counter-Terrorism and Security Act 2015
- Childcare Act 2006
- Education and Inspections Act 2006
- Data Protection Act 2018

- General Data Protection Regulations (GDPR) 2018

0.2. This policy also has due regard to statutory and non-statutory departmental advice, including, but not limited to, the following:

- DfE (2015) 'The Prevent duty'
- HM Government (2015) 'Revised Prevent Duty Guidance: for England and Wales'
- DfE (2023) 'Keeping children safe in education' (KCSIE), especially Annex B's sections containing additional information on what terrorism looks like; and more information on Channel, and further advice from DfE regarding other avenues for support and learning for staff.
- DfE (2018) 'Working Together to Safeguard Children'
- Guidance provided on the government's '[Educate Against Hate](#)' website, which has been designed to support school teachers and leaders to help them safeguard their students from radicalisation and extremism.

0.3. This policy operates in conjunction with the following school policies and documents:

- Invacuation, Lockdown and Evacuation Policy
- Safeguarding Policy
- Data Protection Policy
- Online Safety Policy
- PSHEE Policy
- Anti-Bullying Policy
- Safer Recruitment Policy
- Whistleblowing Policy

1.4 This policy operates in conjunction with the Local Safeguarding Multi-agency Partnership procedures: see

[Radicalisation and Prevent | Barnet Council](#)

[Tackling extremism and radicalisation – Safeguarding Enfield](#)

2. Definitions

For the purpose of this policy:

2.1 Extremism – is defined as vocal or active opposition to fundamental British values. Currently, Prevent referrals that relate to extreme misogyny ideologies, or a fascination with violent content (including school shootings) are considered to be extremist mindsets and recorded as 'mixed, unstable or unclear'. Extremism does not just relate to 'terrorism' per se.

2.2 Radicalisation – is defined as the process by which an individual or group comes to adopt increasingly extreme political, social, or religious ideals and aspirations, associated with terrorist groups. It is a social process but also a deeply personal experience.

2.3 Terrorism – is defined as violent threats or actions designed to influence government or intimidate the public with the purpose of advancing a political, religious or ideological cause.

2.4 Fundamental British values – are a set of expected standards by which people resident in the UK must live, including democracy, the rule of law, individual liberty and the mutual respect and tolerance of different faiths and beliefs. It also includes calls for the death of our armed forces, whether in this country or overseas.

3. Roles and responsibilities

3.1 The Directors are responsible for:

- Ensuring that the school meets its statutory duties with regard to preventing radicalisation
- Routinely, via the nominated Safeguarding Governor, liaising with the Head and other staff about issues relating to protecting children from radicalisation

3.2 The Head is responsible for:

- The overall implementation and management of this policy.
- Ensuring every staff member is familiar with the scope of this policy.
- Ensuring students are taught about British values through the curriculum.
- Undertaking a risk assessment to determine whether students are at risk of being drawn into terrorism.
- Identifying extremist risks in the local area.
- Ensuring any visitors and speakers at the school are appropriately vetted prior to them having access to students.

3.3 The Designated Safeguarding Lead (DSL), and any deputies, are responsible for:

- Having the lead responsibility for Online Safety, including the filtering and monitoring systems and procedures used, in the School.
- Handling any referrals to the Channel programme.
- Following up any referrals made to the Channel programme.
- Delivering staff training on the Prevent duty.
- Working with external agencies to support students at risk of being drawn into terrorism.
- Providing guidance to other staff members to help them support students at risk of being drawn into terrorism.

3.4 All staff members are responsible for:

- Being alert to the risk factors of extremism and radicalisation.
- Raising any concerns with the DSL (or any deputies, in their absence).
- Notifying the DSL (or any deputies, in their absence) when they make any referrals to the Channel programme.

3.5 Engaging in staff training on the Prevent duty - Staff will be given training to help them understand the issues of radicalisation and extremism, and to give them the ability to recognise the signs of vulnerability, and potential susceptibility to radicalisation and know how to refer their concerns. This information also forms part of the induction programme for newly appointed staff. Staff are updated as necessary in regular safeguarding briefings.

3.6 Safeguarding from extremism

The school protects the right to freedom of expression. This policy is not intended or designed to restrict or prevent legitimate and lawful congregation or debate.

The school has a dedicated DSL who deals with any incidents of extremism and or terrorism within our school community.

As is the school's responsibility under law, we will do our utmost to safeguard our students from being drawn into extremism and terrorism.

The school has strong relationships with our local safeguarding partners and will not hesitate to involve them at the earliest opportunity if safeguarding issues arise.

The school encourages any student, parent, staff member or member of the wider school community to let our DSL know if they have concerns about:

- Students becoming radicalised.
- Groups, clubs or societies with extremist or radical views.
- Friends and/or families of students becoming radicalised or involved in extremism.
- Students planning to visit known areas of conflict.
- Members of the school and wider community attempting to draw young and/or vulnerable students into extremism.

The School ensures that the staff/volunteers/contractors that we appoint to the school are suitable, our procedures are rigorous, and we follow the statutory guidance in 'Keeping Children Safe in Education' 2023. Vetting and barring checks are undertaken on relevant people, including Directors and volunteers.

Visitors and speakers coming into the school will be vetted prior to them having access to students. Due diligence is always carried out on speakers before an event is approved by the Head/Senior Deputy Head, and the School records centrally the names of the speaker and their topic in line with government guidance.

All materials handed out to students, whether by teachers or visitors and speakers, will be checked by the head.

Student-led groups, clubs and societies may be subject to unannounced inspections by our DSL.

We are committed to ensuring that our students are offered a broad and balanced curriculum that aims to prepare them for life in modern Britain. We encourage our students to be inquisitive learners who are open to new experiences and are tolerant of others.

The internet provides our students with access to a wide range of content, some of which could be harmful. Extremists use the internet, including social media, to share their messages. Guidance from the Home Office, [The use of social media for online radicalisation - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/publications/the-use-of-social-media-for-online-radicalisation) provides useful information. The filtering systems used at Mount House prevent pupils accessing inappropriate content, including extremist content

4 'Channel' and 'Prevent'

4.1 Channel, a key element of the Home Office's Prevent strategy, is a voluntary, confidential, multi-agency support programme which focuses on providing support at an early stage to people who are identified as being vulnerable to being drawn into terrorism.

4.2 As a school, we will work with the Local Authority (LA), local law enforcement, and religious and community leaders, to identify children vulnerable to radicalisation and to stamp out extremism if it arises. This includes identifying students:

- Displaying feelings of grievance and injustice.
- Feeling under threat.
- Searching for identity, meaning and belonging.
- Who have a desire for status amongst their peers.
- Who have a desire for excitement and adventure.
- Displaying a need to dominate and control others.
- Who have a susceptibility to indoctrination.
- Displaying a radical desire for political or moral change.
- Who are susceptible to opportunistic involvement.
- Who have family or friends involved in extremism.
- Susceptible to being influenced or controlled by a group.
- With relevant mental health issues.

5. Preventing radicalisation

5.1 There is no single way of identifying whether a child is likely to be susceptible to an extremist ideology. Background factors combined with specific influences such as family and friends may contribute to a child's vulnerability. Similarly, radicalisation can occur through many different methods (such as social media or the internet) and settings (such as within the home).

5.2 The school will assess the risk of students being drawn into terrorism through identifying the factors that affect children in the local area and knowing how to identify those at risk.

5.3 The school always takes allegations and concerns of radicalisation and/or terrorism seriously.

5.4 The school will help students channel their desire for excitement and adventure into suitable and healthy activities.

5.5 Extremist propaganda is widely available online – the school will ensure that British values are promoted regularly to encourage students to develop an appreciation of society.

5.6 The school will work with local religious and cultural organisations to instil a strong sense of identity in our students, as well as a clear place and purpose within the school.

5.7 The school recognises that students' parents and families are best placed to spot signs of radicalisation and, as such, will promote effective engagement with parents and families.

5.8 The school will record all internet activity that takes place on site, and on any school computers, laptops and tablets off site, and establish appropriate filters to protect children from terrorist and extremist material online, in accordance with the Online Safety Policy.

5.9 In accordance with KCSIE and our Safeguarding Policy, students will be taught about the importance of staying safe online through PSHE lessons.

5.10 The school is stronger thanks to our open, multi-faith and multi-racial community. We will always aim to integrate and engage every child within the school community, and in the wider community.

5.11 The school will celebrate a range of different religious and cultural festivals across the year giving every student the opportunity to take part.

5.12 The school will monitor and assess incidents which suggest students are engaging, or are at risk of engaging, in extremist activity and/or radicalisation.

5.13 Where a student has been identified as at risk of radicalisation, the school will take action proportionate to the incident or risk.

6 Making a judgement

6.1 Although extremist behaviour can be presented in many forms, the school understands the following as the most obvious risk factors:

- Disclosure about extremist or radicalised behaviour by students – this could include exposure to materials outside of school
- Use of specific terms associated with certain ideological views, e.g. 'hate' language
- Intelligence reports from local and national agencies regarding the radicalisation of groups of people in the local area
- Focus on specific narratives that highlight extremist views
- Evidence of accessing online materials that include extremist materials
- Refusal to accept views expressed by others
- Documented concerns raised by parents or family members about the changing behaviour of the student
- References to an extremist narrative in students' work
- Disassociation from existing friendship groups
- A loss of interest in activities which they previously engaged in
- Asking questions about identity, faith and belonging
- Behavioural characteristics, such as low self-esteem, isolation, and perceptions of failure and injustice
- Family tensions

- Migration
- Events affecting their country or region of origin
- Alienation from UK values
- Grievance triggered by personal experience of racism or discrimination
- Inappropriate forms of dress
- Property damage
- Refusal to cooperate with the requests of teachers or other adults

6.2 When assessing whether a student is at risk of radicalisation, staff will ask themselves the following questions:

- Does the student have access to extremist influences through the internet?
- Does the student possess or actively seek extremist material?
- Does the student sympathise or support extremist groups or behaviour in their speech or written work?
- Does the student's demeanour suggest a new social, religious or political influence, e.g. through jewellery or clothing?
- Has the student previously been a victim of a race hate or religious crime?
- Has the student experienced any major disagreements with their peers, family or faith groups, leading to rejection, isolation or exclusion?
- Does the student display an irregular and distorted view of religion or politics?
- Does the student display a strong objection towards specific cultures, faiths or race?
- Is the student a foreign national awaiting a decision regarding deportation or immigration?
- Is there an irregular pattern of travel within the student's family?
- Has the student witnessed or suffered from trauma or violence in a war zone or through sectarian conflict?
- Is there evidence of a relative or family friend displaying extremist views?
- Has the student travelled for extended periods of time to international locations?
- Does the student have experience of poverty, disadvantage, discrimination or social exclusion?
- Does the student display a lack of affinity or understanding for others?
- Is the student a victim of social isolation?
- Does the student have insecure, conflicted or absent family relationships?

6.3 Critical indicators include where a student 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.

6.4 The DSL, and any deputies, will undergo annual Prevent awareness training in order to provide advice and support to staff on protecting students from the risk of radicalisation.

6.5 Staff will undergo Prevent awareness training, delivered by the DSL, in order to ensure that they are up to date to recognise indicators of radicalisation.

6.6 Staff, including the DSL and any deputies, will also undergo regular training in response to any updates.

6.7 The school will encourage staff to engage with online government resources, including the website Educate Against Hate, and the Prevent e-learning modules provided by the Home Office.

7 Making a referral

7.1 In accordance with the school's Safeguarding Policy, if any member of staff or a visitor to the school has concerns about a student, they raise this with the DSL.

7.2 Parents will be contacted to discuss the issue and investigate where there are any mitigating home circumstances, unless doing so would put the student at further risk of harm. A decision will be made at this meeting to determine whether a referral should be made to the Channel programme.

7.3 In most cases, the DSL will refer case to the Channel programme where there is a radicalisation concern, as appropriate.

7.4 Staff members may make referrals to the Channel programme if they deem it necessary – the DSL will be notified in all cases and will support staff members who do so.

7.5 Staff members will be informed that they may be asked to attend a Channel panel to discuss the student who has been referred to determine whether support is required.

7.6 The LA's Channel panel will decide which support, if any, is required and arrange for this support to be implemented.

7.7 The DSL will follow up any referrals and the student will be monitored for a period of time to determine whether there have been any changes in behaviour. Parents will be consulted during this period, unless doing so would put the student at further risk of harm.

7.8 If any concerns are raised, the DSL will contact the Channel programme to discuss further steps.

7.9 The DSL will record and retain all incidents for school records in accordance with the Data Protection Act 2018 and the GDPR, as outlined in the Data Protection Policy.

8 Promoting fundamental British values

8.1 Through the national curriculum, the school will:

- Teach our students a broad and balanced international history.
- Represent the cultures of all our students across the subject.
- Teach a wide range of English and non-English literature.
- Commemorate World War 1 and 2.
- Demonstrate the historical importance of the Commonwealth.

8.2 Through our social, moral, spiritual and cultural programme, the school will:

- Enable students to develop their self-knowledge, self-esteem and self-confidence.
- Enable students to distinguish right from wrong and to respect the civil and criminal law of England.
- Encourage students to accept responsibility for their behaviour, show initiative, and to understand how they can contribute positively to the lives of those living and working in the locality of the school and to society more widely.
- Enable students to acquire a broad general knowledge of, and respect for, public institutions and services in England.
- Further tolerance and harmony between different cultural traditions by enabling students to acquire an appreciation of, and respect for, their own and other cultures.
- Encourage respect for other people.
- Encourage respect for democracy and support for participation in the democratic processes, including respect for the basis on which the law is made and applied in England.

8.3 The school will do this by:

- Including material on the strengths, advantages, and disadvantages of democracy, and how democracy and the law work in Britain as part of our curriculum.
- Ensuring that all students within the school have a voice that is listened to, thus demonstrating how democracy works via a school council whose members are voted for by the students.
- Using opportunities such as general or local elections to hold mock elections to offer students the chance to engage in politics from an early age.
- Offering a debate club to provide students with the opportunity to learn how to argue and defend points of view.
- Using teaching resources from a wide variety of sources to help students understand a range of faiths.
- Considering the role of extra-curricular activities, including any activity run directly by students, in promoting fundamental British values.
- Delivering whole school assemblies which discuss and promote fundamental British values.