



Harris Church of England Academy

Policy

Prevent Policy

To be tabled at Full Governing Body for Approval

Date Tabled:	June 2021
Review Date:	Sept 2026

Harris Church of England Academy Prevent Policy – Prevent Extremism and Radicalisation

“While we have time let us do good to all” Galatians 6:10

The Counter Terrorism & Security Act (2015) & the revised Prevent duty guidance updated on 10.4.2019 outlines the responsibility of the school in relation to the Prevent strategy.

Harris CofE School is committed to providing a secure environment for all of our students, staff and stakeholders. There is no place for extremist views of any kind in our school.

Prevent is about safeguarding people and communities from the threat of terrorism.

Prevent is part of the government’s counter-terrorism strategy. It aims to stop people becoming terrorists or supporting terrorism using early engagement to encourage and support individuals to challenge ideologies and behaviours.

The Prevent strategy

- Responds to the ideological challenge of terrorism and the threat we face from those who promote it
- Provides practical help to prevent people from being drawn into terrorism and ensure they are given appropriate advice and support
- Works with a wide range of sectors (including education, criminal justice, faith, charities, online and health) where there are risks of radicalisation that we need to address

The strategy covers all forms of terrorism, including far right extremism and some aspects of non-violent extremism.

The Counter Terrorism & Security Act (2015)

This Act places a duty on specified authorities including schools, Further and Higher Education, to have due regard to the need to prevent people from being drawn into terrorism otherwise called ‘the Prevent duty’.

At Harris CofE Academy, we are committed to supporting vulnerable students through our safeguarding policies and procedures and recognise that this will support the school’s contribution to the Prevent duty.

At Harris CofE School Academy, we build students’ resilience to radicalisation by promoting fundamental British values and enabling our students to challenge extremist views.

In addition we:

- Promote the fundamental British values in our curriculum
- Make sure our school is a safe space for pupils to discuss sensitive topics, including terrorism and extremism
- Ensure we have robust safeguarding procedures to identify children at risk
- Engage with our local authority's (LA's) risk assessment to determine the potential risk of individuals being drawn into terrorism in our local area of Rugby
- Make sure we have measures in place to protect pupils from harmful online content, including setting up appropriate filtering systems
- Make sure staff receive training to help them identify pupils at risk, challenge extremist ideas, and know how to act if they have a concern

The school has engaged positively with appropriate training to ensure that all staff have the skills and knowledge to refer any concerns appropriately. We challenge extremist views, prejudice, derogatory language and provide a broad and balanced curriculum in order that students become tolerant of difference and diversity. The possible signs and indicators that a student may be vulnerable to radicalisation can be found in appendix 1.

Referral for any issue concerning potential radicalisation to extremism should be managed as any other safeguarding referral.

The lead for the school on Prevent and can be contacted directly for any concerns or for clarification on process via john.naylor@harris.covmat.org

The Assistant Head and DSL for safeguarding is the nominated Single Point of Contact (SPOC) but will keep the Head/ Chair of Governors fully informed. Further details about the duties of the SPOC can be found in Appendix 2.

Other linked policies/school practice: Safeguarding and Child Protection policy, Student Behaviour policy and Anti-Bullying policy.

Appendix 1 - Indicators of vulnerability to radicalisation

1. Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism leading to terrorism.

2. Extremism is defined by the Government in the Prevent Strategy as: Vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs. We also include in our definition of extremism calls for the death of members of our armed forces, whether in this country or overseas.

3. Extremism is defined by the Crown Prosecution Service as:

The demonstration of unacceptable behaviour by using any means or medium to express views which:

- Encourage, justify or glorify terrorist violence in furtherance of particular beliefs;
- Seek to provoke others to terrorist acts;
- Encourage other serious criminal activity or seek to provoke others to serious criminal acts;
- or
- Foster hatred, which might lead to inter-community violence in the UK.

4. There is no such thing as a “typical extremist”: those who become involved in extremist actions come from a range of backgrounds and experiences, and most individuals, even those who hold radical views, do not become involved in violent extremist activity.

5. Students may become susceptible to radicalisation through a range of social, personal and environmental factors - it is known that violent extremists exploit vulnerabilities in individuals to drive a wedge between them and their families and communities. It is vital that school staff are able to recognise those vulnerabilities.

6. Indicators of vulnerability include:

- Identity Crisis – the student is distanced from their cultural / religious heritage and experiences discomfort about their place in society
- Personal Crisis – the student may be experiencing family tensions; a sense of isolation; and low self-esteem; they may have dissociated from their existing friendship group and become involved with a new and different group of friends; they may be searching for answers to questions about identity, faith and belonging
- Personal Circumstances – migration, local community tensions and events affecting the student’s country or region of origin may contribute to a sense of grievance that is triggered by personal experience of racism or

discrimination or aspects of Government policy

- Unmet Aspirations – the student may have perceptions of injustice; a feeling of failure; rejection of civic life
- Experiences of Criminality – which may include involvement with criminal groups, imprisonment and poor resettlement / reintegration
- Special Educational Need – students may experience difficulties with social interaction, empathy with others, understanding the consequences of their actions and awareness of the motivations of others

7. However, this list is not exhaustive, nor does it mean that all young people experiencing the above are at risk of radicalisation for the purposes of violent extremism.

8. More critical risk factors could include:

- Being in contact with extremist recruiters;
- Accessing violent extremist websites, especially those with a social networking element;
- Possessing or accessing violent extremist literature;
- Using extremist narratives and a global ideology to explain personal disadvantage;
- Justifying the use of violence to solve societal issues;
- Joining or seeking to join extremist organisations; and
- Significant changes to appearance and / or behaviour;
- Experiencing a high level of social isolation resulting in issues of identity crisis and / or personal crisis.

Appendix 2 - Preventing violent extremism - Roles and responsibilities of the single point of contact (SPOC)

The Single Point of Contact for Harris CofE Academy is the Assistant Head DSL for Safeguarding (Mr J Naylor) who is responsible for:

- Ensuring that staff of the school are aware and work together to protect students from radicalisation and involvement in terrorism;
- Maintaining and applying a good understanding of the relevant guidance in relation to preventing students from becoming involved in terrorism, and protecting them from radicalisation by those who support terrorism, or forms of extremism, which lead to terrorism;
- Monitoring the effect in practice of the school's RE, PSHE policy implementation and Life Learning curriculum and assembly themes to ensure that they are used to promote community cohesion and tolerance of different faiths and beliefs;
- Raising awareness within the school about the safeguarding processes relating to protecting students from radicalisation and involvement in terrorism;
- Acting as the first point of contact within the school for case discussions relating to students who may be at risk of radicalisation or involved in terrorism;
- Attending Channel meetings as necessary, or ensuring that the school is represented, and carrying out any actions as agreed;
- Sharing any relevant additional information in a timely manner with appropriate personnel and/or local agencies.

Appendix 3- Prevent Self-Assessment

<https://www.gov.uk/government/publications/prevent-duty-risk-assessment-templates>

Appendix 4-Risk Assessment

<https://www.gov.uk/government/publications/prevent-duty-risk-assessment-templates>