

# Prevent Policy



**Policy Review:** **March 2022**

**Date for next review:** **March 2024**

## **Statement of Intent:**

Protecting children from the risk of radicalisation is part of the school's wider safeguarding duties. We will actively assess the risk of children being drawn into terrorism. Staff will be alert to changes in children's behavior which could indicate that they may be in need of help or protection. Staff will use their professional judgment to identify children who may be at risk of radicalisation and act appropriately – which may include making a referral to MASH. The school will work with the Local Children's Safeguarding Board as appropriate.

### **1. Definition**

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

### **2. Training**

Yealmpton Primary School safeguarding leads have undertaken Prevent Awareness training in order to be able to provide advice and support to other staff on how to protect children against the risk of radicalisation.

All staff and governors have either taken part in Prevent Awareness training or have received training as part of the Level 2 Safeguarding Training.

### **3. Risk indicators**

- Distancing themselves from their cultural / religious heritage
- Uncomfortable with their place in society Changing style of dress or personal experience to accord with the 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
- Dissociation 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 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

Other indicators

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

#### **4. Making a judgement**

When making a judgement, staff will ask themselves the following questions:

- Does the child have access to extremist influences?
- Does the child access the internet for the purpose 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 sympathize 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 has 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 religions 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 leader
- 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

## **5. Referrals**

At Yealmpton Primary School we are committed to protecting our pupils from radicalisations through a process of early intervention.

All staff are encouraged to raise any concerns they might have about a child with the designated safeguarding lead who is also the school's single point of contact (SPOC) for Prevent issues. The safeguarding lead will then assess the situation and decide whether further action is required. If so, they will discuss any concerns with the other safeguarding leads and devise the best course of action regarding referral to external agencies.

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 harbor genuine concerns that a child is a risk.

## **6. Preventing radicalisation through learning**

In addition to a vigilant programme of awareness of risk indicators and referrals where necessary, Yealmpton primary School is dedicated to developing providing a Spiritual, moral, social and cultural education helps children develop personal qualities which are valued in a civilized society, and promoting and deepening the children's understanding of British Values through our assembly programme, Rights Respecting work and Religious Education .

British Values:

- Democracy
- The Rule Of Law
- Individual Liberty
- Mutual Respect
- Tolerance of those of different faiths and beliefs