

## **Darwen Aldridge Community Academy**

### **Prevent Policy**

**Date of Review: May 2021**  
**Next Review: September 2021**

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**Prevent is about safeguarding and supporting those vulnerable to radicalisation.** Prevent is 1 of the 4 elements of the Government's counter-terrorism strategy where it aims to stop people becoming terrorists or supporting terrorism. The **Home Office** works with **local authorities**, a wide range of **government departments**, and **community organisations** to deliver the Prevent strategy.

In order to fulfil the Prevent duty, it is essential that staff at Darwen Aldridge Community Academy identify children who may be vulnerable to radicalisation, and know what to do when they are identified. Protecting children from the risk of radicalisation is part of all of our wider safeguarding duties, and is similar in nature to protecting children from other harms (e.g. drugs, gangs, neglect, sexual exploitation), whether these come from within their family or are the product of outside influences.

We can also build pupils' resilience to radicalisation by promoting fundamental British Values and enabling them to challenge extremist views. We do not intend to stop pupils talking about or debating controversial issues. On the contrary, in school, we want to provide a safe space in which children, young people and staff can understand the risks associated with terrorism and develop the knowledge and skills to be able to challenge extremist arguments.

The Single Point of Contact (SPoC) is the person who leads on all issues pertaining to extremist or terrorist related concerns, and will also be the person who will make any referrals to the local authority where it is deemed that intervention is needed via the Channel panel. The Channel panel is chaired by the local authority and works with multi-agency partners to collectively assess the risk to an individual and decide whether an intervention is necessary. The SPoC at DACA is the Designated Safeguarding Lead (DSL).

### **What is Extremism?**

"Extremism" is 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. Included in the definition of extremism are calls for the death of members of the armed forces, whether in this country or overseas. Terrorist groups very often draw on extremist ideas developed by extremist organisations.

### **Fundamental British Values**

#### **Democracy**

This is about exploring how citizens can influence decision-making through the democratic process and enabling participants to understand that freedom of speech and the freedom to hold other

faiths and beliefs is protected in law. But it is also about recognising that there are boundaries and that discrimination or the encouragement to harm others is unlawful and needs to be challenged if this comes up in any of our programmes. Democracy is also about equal rights and we can help participants understand this in the way we support their personal, social and emotional development by giving them opportunities to develop their self-confidence and self-awareness to achieve the programme goals we agree with them.

### **Rule of Law**

This is about understanding that rules matter and we need to help our participants recognise the importance of complying with the law as set by the British Parliament. It is about learning to manage our own feelings and behaviour; about learning right from wrong; about behaving within agreed and clearly defined boundaries and about dealing with the consequences. These underpin the basis on which we develop and implement our programmes.

### **Individual Liberty**

We focus on building self-confidence and self-awareness with people and within communities. We help participants develop a positive sense of themselves to address the changes we are working with them to implement, to develop their self-knowledge, self-esteem and increase their confidence in their own abilities. We encourage participants to explore the language of feelings and responsibility; reflect on their differences and understand that we are all free to have different opinions.

### **Mutual Respect and Tolerance**

Mutual respect and tolerance is where we learn to treat others as we want to be treated. How to be part of a community, manage feelings and behaviour, and form relationships with others. We should be encouraging an ethos of inclusivity and tolerance in the way we run our programmes, where views, faiths, cultures and races are valued and where we encourage participants to share how their cultures can help or hinder change in behaviours that may be required to gain access to employment or better integrate into society or in the workplaces etc.

## **Risk Assessment**

- We should be aware of the increased risk of online radicalisation, as terrorist organisations seek to radicalise young people through the use of social media and the internet.
- There is no single way of identifying an individual who is likely to be susceptible to a terrorist ideology. As with managing other safeguarding risks, we should be alert to changes in children's behaviour which could indicate that they may be in need of help or protection. Children at risk of radicalisation may display different signs or seek to hide their views.
- School staff should use their professional judgment in identifying children who might be at risk of radicalisation and act proportionately.
- Even very young children may be vulnerable to radicalisation by others, whether in the family or outside, and display concerning behaviour. The Prevent duty does not require teachers or childcare providers to carry out unnecessary intrusion into family life but as with any other safeguarding risk, they must take action when they observe behaviour of concern.
- Procedures are in place for protecting children at risk of radicalisation. These procedures are set out in existing safeguarding policies.

- Lettings are vetted and monitored by the school site manager, who is directly line-managed by the Estates Director for the Trust.
- External speakers are vetted and monitored by school staff to ensure that they do not incite hatred, draw others into extremist related activities or encourage hate crime or criminal damage

## Working in partnership

The Prevent duty builds on existing local partnership arrangements.

- Local Safeguarding Children Boards (LSCBs) are responsible for co-ordinating what is done by local agencies for the purposes of safeguarding and promoting the welfare of children in their local area.
- Local authorities are vital to all aspects of Prevent work. Blackburn with Darwen is a priority local authority area, with a dedicated Prevent team who work with communities and organisations, including schools. This work will also include assessing the thresholds of need for intervention by the Channel panel
- Working in conjunction with other partners, in particular the police and also civil society organisations, may be able to provide advice and support
- Effective engagement with parents / the family is also important as they are in a key position to spot signs of radicalisation. We would look to assist and advise families who raise concerns and be able to point them to the right support mechanisms.

## Indicators of extremist related activity

- **Disclosures:** Graffiti symbols, writing or artwork promoting extremist messages or images, voicing opinions drawn from terrorist related ideologies and narratives.
- **Support for terrorism:** Members/Co-members accessing terrorist related material online, including through social networking sites, using extremist texts or tattoos, use of extremist or hate terms to exclude others or incite violence; using language such as '**us and them**', justifying the use of violence to solve real or perceived grievances, tattoos or literature.
- **Personal Crisis:** Parental/family reports of changes in behaviour, friendships, appearance or actions and requests for assistance, family tensions, sense of isolation, low self-esteem, and uncertainty about their identity, faith or belonging.
- **Concerns from professionals:** Partner healthcare organisations, local authority services and police reports of issues affecting patients in other health care organisations.

- **Personal Circumstances:** migration, local community tensions within set groups, events affecting the student's country of origin, a sense of grievance triggered by personal experience of racism or discrimination

## Training

The statutory guidance refers to the importance of Prevent awareness training to equip staff to identify children at risk of being drawn into terrorism and to challenge extremist ideas.

- Key staff have received special individual training in accordance with their role in school.
- All of our teaching and Support Staff received WRAP training on Prevent as part of Staff training in November 2020. All new staff who joined after that date will receive training in September 2021.
- New staff will receive Prevent training from the school's SPOC.
- LGC governors will receive online Prevent training via the Home Office platform;  
<https://www.elearning.prevent.homeoffice.gov.uk/edu/screen1.html#>

## IT policies

The statutory guidance makes clear the need for schools to ensure that children are safe from terrorist and extremist material when accessing the internet in schools.

- We ensure that suitable filtering is in place through Smoothwall.
- Internet safety is integral to our IT curriculum and is also be embedded in the PSHCEE (Personal, Social, Health, Citizenship and Economic education) curriculum.

## Radicalisation

Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism leading to terrorism. There are some factors that might make individuals more vulnerable to being radicalised:-

- **Identity Crisis** – those exploring issues around their identity may feel removed or out of touch from friends and family, as well as their cultural or religious background, and may also feel that they no longer fit into society
- **Personal crisis** – may include significant tensions within the family home that makes the individual feel isolated from what is perceived as the 'norm'
- **Personal circumstances** – individuals may feel that their career and lifestyle aspirations are being undermined by a perceived or real inability to achieve them.

This can result in the development of a mindset that chooses to opt out of conforming, and instead adopt a more antagonistic and / or aggressive viewpoint

- **Criminality** – a vulnerable individual may become involved in criminal activity, or criminal groups that have links to organised crime relating to terrorist related activities

It's important to note that radicalisers can exploit any of these vulnerabilities by providing the individual with a sense of worth, purpose or belonging.

### **Building children's resilience to radicalisation**

Schools of all kinds can play a role in enabling young people to explore issues like terrorism and the wider use of violence in a considered and informed way. We believe that we can build pupils' resilience to radicalisation by providing a safe environment for debating controversial issues and helping them to understand how they can influence and participate in decision-making.

Schools can facilitate understanding of wider issues within the context of learning about the values on which our society is founded and our system of democratic government. These are important for reasons which go far beyond Prevent but they connect to the Prevent agenda.

We promote the spiritual, moral, social and cultural development of pupils and, within this, fundamental British values, (see Values and Ethos Policy). This is effective in providing pupils with time to explore sensitive or controversial issues, and equipping them with the knowledge and skills to understand and manage difficult situations. The subject teaches pupils to recognise and manage risk, make safer choices, and recognise when pressure from others threatens their personal safety and wellbeing. Through a robust tutor system that teaches the key principles of the British Values we encourage our students to exude those ideologies in their day to day life. Finally, in accordance with the new government guidelines surrounding the statutory teaching of relationships which came in to effect for September 2020, as part of our PSHCEE programme we explore the issues of radicalisation and extremism as part of the work we do on healthy and non-healthy relationships.

### **What happens if there is a concern?**

- Follow the school's normal safeguarding and child protection procedures and raise the concern on CPOMS (a software system for monitoring child protection, safeguarding, SEND and a range of pastoral and welfare issues.) If there is an immediate risk to the child/ren then an immediate conversation will also need to happen with the Designated Safeguarding Lead or the Deputy Designated Safeguarding Lead. In their absence the Head of School and/or Executive Principal will need to be informed.

- Possible Channel referrals will be discussed by the school Safeguarding Team if appropriate and in accordance with government guidelines.
- The DSL may contact our local police force or dial 101 (the non-emergency number).
- They can talk to you in confidence about your concerns and help you gain access to support and advice.
- The Department for Education has dedicated a telephone helpline (020 7340 7264) to enable you to raise concerns relating to extremism directly. Concerns can also be raised by email to [counter.extremism@education.gsi.gov.uk](mailto:counter.extremism@education.gsi.gov.uk) . Please note that the helpline is not intended for use in emergency situations, such as a child being at immediate risk of harm or a security incident, in which case the normal emergency procedures should be followed.

## **Equality and Diversity**

All developments are intended to ensure that no-one is treated in any way less favourably on the grounds of race, colour, national or ethnic or social origin, race, disability, gender, sexual orientation, gender reassignment, marriage & civil partnership, pregnancy & maternity, age, religion/ belief or political/ other personal beliefs.