

BILLINGHAY CHURCH OF ENGLAND PRIMARY SCHOOL
PREVENT POLICY
Jan 2024

1. Policy Statement and Aims

The overall aim of the counter-terrorism strategy, CONTEST, is to reduce the risk from terrorism to the UK, its citizens and interests overseas, so that people can go about their lives freely and with confidence. Prevent remains one of the key pillars of CONTEST, alongside the other three 'P' work strands:

* Prevent: to stop people becoming terrorists or supporting terrorism

- Pursue: to stop terrorist attacks.
- Protect: to strengthen our protection against a terrorist attack.
- Prepare: to mitigate the impact of a terrorist attack.

The Prevent duty

The aim of Prevent is to stop people from becoming terrorists or supporting terrorism. Prevent also extends to supporting the rehabilitation and disengagement of those already involved in terrorism.

The objectives of Prevent are to:

- tackle the ideological causes of terrorism;
- intervene early to support people susceptible to radicalisation;
- enable people who have already engaged in terrorism to disengage and rehabilitate.

Billinghay Church of England Primary School seeks to protect children and young people against the messages of all violent extremism including, but not restricted to, those linked to Islamist ideology, or to Far Right / Neo Nazi / White Supremacist ideology, Irish Nationalist and Loyalist paramilitary groups, and extremist Animal Rights movements.

The current threat from terrorism in the United Kingdom may include the exploitation of vulnerable people, to involve them in terrorism or in activity in support of terrorism. The normalisation of extreme views may also make children and young people vulnerable to future manipulation and exploitation.

Billinghay Church of England Primary School is clear that this exploitation and radicalization should be viewed as a safeguarding concern.

At school we aim to build pupils' resilience to radicalisation by promoting British Values and enabling pupils to challenge extremist views.

This policy sets out how we as a school have an integral role to play working with local communities to support people who are vulnerable to being drawn into terrorism or supporting terrorism.

2. This policy complements and supports and therefore should be read alongside a range of policies and statutory guidance:

- a. Child Protection Policy and Safeguarding Policy
- b. Equality and Diversity Policy
- c. Anti-bullying
- d. Behaviour

- e. E Safety Policy inc Acceptable use of the Internet
- f. Code of Conduct
- g. Visitors Policy
- h. Latest Ofsted guidance
- i. Prevent Duty Guidance Dec 23
- j. Keeping Children Safe in Education September
- k. Working Together to Safeguard Children and Young People
- l. Mobile Technology Policy

3. Definitions

- Radicalisation This refers to the process by which a person comes to support terrorism and forms of extremism leading to terrorism. A radicaliser is an individual who encourages others to develop or adopt beliefs and views supportive of terrorism and forms of extremism leading to terrorism.
- 'Extremism' is defined in the 2011 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. Terrorist groups very often draw on extremist ideas developed by extremist organisations.
- Radicalisation is a form of grooming and therefore abuse.

4. Indicators

There is no single way of identifying who is likely to be vulnerable to being drawn into terrorism. As with managing other safeguarding risks, staff 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 judgement in identifying children who might be at risk of radicalisation and act proportionately.

Factors that may have a bearing on someone becoming vulnerable may include: peer pressure, influence from other people or via the internet, bullying, crime against them or their involvement in crime, anti social behaviour, family tensions, race/hate crime, lack of self esteem or identity and personal or political grievances.

Example indicators that an individual is engaged with an extremist group, cause or ideology include:

- Changing their style of dress or personal appearance to accord with the group.
- Self- segregation
- Day-to-day behaviour becoming increasingly centred on 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 materials or symbols associated with an extremist cause.
- Attempts to recruit others to the group/cause.
- Communications with others that suggests identification with a group, cause or ideology of concern
- Using insulting and/or derogatory names for another group.
- Increase in prejudice-related incidents committed by that person – these may include;
 - physical or verbal assault
 - provocative behaviour
 - damage to property
 - derogatory name calling

- possession of prejudice-related materials
- prejudice related ridicule or name calling
- inappropriate forms of address
- refusal to co-operate
- attempts to recruit to prejudice-related organisations
- condoning or supporting violence towards others.

The examples above are not exhaustive and vulnerability may manifest itself in other ways. There is no single route to terrorism nor is there a simple profile of those who become involved. For this reason, any attempt to derive a 'profile' can be misleading. It must not be assumed that these characteristics and experiences will necessarily lead to individuals becoming terrorists, or that these indicators are the only source of information required to make an appropriate assessment about vulnerability. Each case should be considered on its merits and professional advice sought where any doubts exist.

5. Procedures for Referrals

When a concern is identified, the notice, check, share procedure will be applied.

- Notice: behaviour or concern and vulnerable to being drawn towards terrorism.
- Check: understanding of the context before drawing conclusions.
- Share: between practitioners, organisations, PREVENT.

School will follow their usual Early Help and safeguarding processes in the first instance. Concerns will be escalated to the Designated Safeguarding Lead (Mr Allen) or his Deputy (Mrs Smithson) in his absence.

If there is a concern about potential radicalisation or a reason to believe that someone is at risk of becoming involved in terrorism or supporting it, a referral is to be made to the police, who will assess whether the person is suitable to be considered by a Channel panel for support.

Referrals are made via the online reporting tool which can be accessed via LCC Police website and search 'Prevent'.

<https://www.lincs.police.uk/advice/advice-and-information/t/prevent/prevent/beta/prevent-team-referral/>

Please see Appendix 1

The PREVENT Gateway Assessment will be completed by a Police Prevent Officer. There are 3 outcomes:

- Police Led Partnership. Prevent concern suspected but case unsuitable for Channel.
- Information Gathering. Prevent concerns suspected. Request relevant information from partner agencies. Inform Channel decision. Referral into Channel and receive tailored support to reduce their susceptibility to being radicalised into terrorism.
- Closure. No Prevent concerns.

Channel is a voluntary process, and people must give their consent before they receive support. In cases where the person is under 18 years of age, consent is provided by a parent, guardian or the agency that has responsibility for their care. Where risks cannot be managed in Channel, they will be kept under review by the police.

If you suspect a criminal offence has taken place or a child is at immediate harm you must contact the police on 101 or in an emergency 999.

6. The role of governors, leaders and staff in relation to radicalisation and extremism

- As with other concerns regarding safeguarding report any concerns to the Headteacher or in his absence the Assistant Headteacher.
- Mr D Gates is the Governor responsible for Safeguarding.
- Any allegations against staff are to be reported to the Headteacher. Any allegations against the Headteacher are to be reported to Mr Atkinson as Chair of Governors. They will then notify the Local Authority Designated Officers (LADO) on 01522 554674. Alternatively staff can contact the LADOs themselves with any concerns.

7. The role of the curriculum

- At school we promote the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance for those with different faiths and beliefs through our curriculum which is broad and balanced. We aim to build pupils' resilience to radicalisation by promoting British Values and enabling pupils to challenge extremist views.
- Children are regularly taught how to stay safe using the internet and seek help.

8. Monitoring and Enforcement.

We ensure that children are safe from online terrorist and extremist material via appropriate levels of filtering (Netsweeper). We also have monitoring in place (Smoothwall).

We also require pupils and staff to abide by acceptable user policies which make clear that accessing such sites is unacceptable. Using school equipment to send terrorist publications to others would be a criminal offence.

9. Visitors

- Procedures for visitors into the school are set out in the Visitors Policy. Visitors are required to be familiar with our Safeguarding procedures. School will carry out a risk assessment on the suitability of visiting speakers.

10. Policy Review

This policy will be reviewed in term 3 2025 to be presented to Governors for their first meeting at the end of term 4 20235

11. Useful resources, contacts and links:

- Pre Referral advice can be sought from: Lincolnshire County Council - Prevent@lincolnshire.gov.uk and Police Prevent -CTP-EM-Prevent@Lincs.police.uk
- Ruth Fox, Safeguarding Children Officer (Education Settings) or Stefanie Knox. Children's Services, Lincolnshire County Council
T: 01522 554695
M: 07747 565355
E: safeguardingschools@lincolnshire.gov.uk

Appendix 1

LCC Police – Make a referral

The screenshot shows the Lincolnshire Police website with the 'Refer someone to the Prevent Team' form. The page has a blue header with the Lincolnshire Police logo and a search bar. Below the header is a navigation menu with links: Report, Tell us about, Apply or register, Request, Thanks and complaints, and Your area. The main heading is 'Refer someone to the Prevent Team'. On the left, there is a 'Progress' section with a list of steps: 'Your details' (selected), 'About the person you're referring', 'Why you're making this referral', 'Is this person vulnerable?', 'Actions', and 'Review'. Below this is a link to 'read our privacy notice'. The main form area is titled 'Your details' and contains fields for 'First name', 'Surname', and 'Email address'. A red box on the right side of the form says 'Leave this site'. The Windows taskbar at the bottom shows the date and time as 16:07 on 15/01/2024.

The Referral online form

The screenshot shows a document titled 'The Referral Form – A Breakdown'. It contains a section titled 'Refer someone to the Prevent Team' with a brief explanation of the form's purpose. Below this is a list of fields to be filled in: 'First name', 'Surname', 'Email address', 'Phone number', 'Occupation', 'Organisation or company name', and 'How do you know the person being referred to us? What is your relationship to them?'. There is also a dropdown menu for 'Are you letting us know about someone you're concerned about or letting us know on behalf of someone else?'. A 'Next' button is at the bottom of the form. To the right of the form, there is a box with instructions: 'Use these links to access the Prevent referral form. Available on all Police force websites. Search 'Prevent''. Below this are links for Nottinghamshire, Lincolnshire, Derbyshire, Northants, and Leicestershire. The Windows taskbar at the bottom shows the date and time as 16:07 on 15/01/2024.

The Referral Form – A Breakdown

About the person you're referring

First name

Surname

Do you know their date of birth?
 -- Please select --

Gender
 -- Please select --

Postcode [Find address](#)

Enter address manually
 Nationality or citizenship

Immigration or asylum status

What is their first language?

Phone number

Email address

Do you know anything about their family which might be useful for us to know?
 (eg who they live with, where their family live)

Is this person in full time education or employed?
 -- Please select --

[Next](#)

- Family links of concern?
- Supportive network / estranged and isolated?

- Potential protective factor / possible risk of influence.
- Assist in information gathering.

The Referral Form – A Breakdown

Why you're making this referral

It helps us to know as much as possible about why you want to refer this person.

Here are some things you might know and be able to tell us:

- how and why this person has come to your attention
- has something specific happened or is it a combination of things?
- have they talked about travelling to war zones or places where there is conflict?
- do they belong to a group or associate with people that concern you?
- have they posted or shared things on social media that worry you?
- have they talked about wanting to hurt someone or groups of people?
- have they shown an interest in hate crimes, extremists or acts of terrorism which seems to suggest that they support this kind of thing?

Tell us why you're referring this person:

When did the concern about this person first start?
 Day Month Year

[Next](#)

- Main focus of the referral.
- The concern itself.
- Remember** Extremism / Terrorism element.
- PLUS give as much context as possible.

Work through the examples to guide on the depth of information required and wider considerations to include.

- Helps assess escalation.

The Referral Form – A Breakdown

Is this person vulnerable?

It helps us to know if the person has anything going on in their life which might negatively impact on their wellbeing or make them vulnerable.

eg:

- they've been a victim of crime, abuse or bullying
- they have work, financial or housing problems
- there are citizenship, asylum or immigration issues
- they have personal problems, emotional difficulties, relationship problems, family issues, ongoing court proceedings
- they're on probation; any erratic, violent, self-destructive or risky behaviours, or alcohol / drug misuse or dependency
- they've expressed feelings of injustice or grievance involving any racial, religious or political issue, or even conspiracy theories
- they have educational issues, developmental or behavioural difficulties, mental ill health

Does the person have any disabilities, disorders or mental health issues?
 -- Please select --

[Next](#)

- Needs and vulnerabilities can be static, i.e. disability, mental capacity.
- Emotions and personal circumstance which may be changeable, i.e. unemployment, substance misuse, isolation.
- Remember** focus on Extremism / Terrorism.

- Diagnosed and undiagnosed but suspected.

The Referral Form – A Breakdown

The Referral Form – A Breakdown

Actions you may have taken

Have you talked to your organisation's safeguarding or Prevent lead about this person?

-- Please select --

Have you told the person you're making this referral?

-- Please select --

Have you taken any action since you became concerned about this person?

-- Please select --

Have you shared your concerns about this person with any other agencies?

-- Please select --

Is there anything else you'd like to tell us about which you think could be useful?

eg social media details, military service number, other agencies or professionals working with the person

Next

- Assist in planning Prevent engagement.
- May indicate likelihood of consent.
- Set stages to Prevent process – immediate safeguarding concerns must be appropriately signposted by referrer.

- Social media identifiers enable open source research.
- Identify key professionals for information sharing.

