



THE
**WALDESLADE
& GREENACRE**
SCHOOLS PARTNERSHIP

Prevent Policy

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Statement of Equality

We have carefully considered and analysed the impact of this policy on equality and the possible implications for students with protected characteristics, as part of our commitment to meet the Public Sector Equality Duty (PSED) requirement to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations.

Aims

This 'Preventing Radicalisation Policy' is part of the Walderslade and Greenacre Schools Partnership's commitment to keeping children safe. Since the 'Education and Inspections Act 2006' schools have a duty to promote community cohesion. Over the last few years, global events have led to a growth of extremist viewpoints, including advocacy of 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 March 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. Safeguarding children from all risks of harm is an important part of a school's work and protecting them from extremism is one aspect of that.

The duty to prevent children and young people being radicalised is set out in the following documents.

- Counter Terrorism and Security Act (2015).
- Keeping Children Safe in Education (2024).
- Prevent Duty Guidance (2023).
- Working Together to Safeguard Children (2022).

Principles

There is no place for extremist views of any kind in the schools within the Walderslade and Greenacre Schools Partnership. It is imperative that our students and parent/carers see our schools as safe places where they can discuss and explore controversial issues safely and in an unbiased way, and where our teachers encourage and facilitate this.

Walderslade and Greenacre Schools Partnership recognise that extremism and exposure to extremist materials and influences can lead to poor outcomes for our students. We also recognise that if we fail to challenge extremist views we are failing to protect our students. Extremists of all persuasions aim to develop destructive relationships between different communities by promoting division, fear and mistrust of others based on ignorance or prejudice and thereby limiting the life chances of young people. Education is a powerful weapon against this; equipping young people with the knowledge, skills and critical thinking, to challenge and debate in an informed way. We will:

- Challenge extremist views, prejudice and derogatory language.
- Provide a broad and balanced curriculum so that our students understand and become

- tolerant of difference and diversity.
- Support our children to ensure that they thrive and feel valued and not marginalised.

Practice

Recognising Extremism

There are no known definitive indicators that a young person is vulnerable to radicalisation, but there are number of signs that together increase the risk. Signs of vulnerability include:

- Underachievement.
- Being in possession of extremist literature.
- Poverty.
- Social exclusion.
- Traumatic events.
- Religious conversion.
- Unexplained change in behaviour.
- Extremist influences.
- Conflict with family over lifestyle.
- Confused identify.
- Victim or witness to race or hate crimes.
- Rejection by peers, family, social groups or faith.

As part of wider safeguarding responsibilities, Walderslade and Greenacre Schools Partnership staff will be alert to:

- Disclosures by students of their exposure to the extremist actions, views or materials of others outside of school, such as in their homes or community groups, especially where students have not actively sought these out.
- Graffiti symbols, writing or artwork promoting extremist messages or images.
- Students accessing extremist material online, including through social networking sites.
- Parental reports of changes in behaviour, friendship or actions and requests for assistance.
- Local schools, Local Authority services, and police reports of issues affecting students in other schools or settings.
- Students voicing opinions drawn from extremist ideologies and narratives.
- Use of extremist or 'hate' terms to exclude others or incite violence.
- Intolerance of difference, whether secular or religious or, in line with our equalities policy, views based on, but not exclusive to, gender, disability, homophobia, race, colour or culture.
- Attempts to impose extremist views or practices on others.
- Anti-Western or Anti-British views.

Any concerns regarding a potentially extremist behaviour or concerns about possible radicalisation will be referred in line with the Walderslade and Greenacre Schools Partnership's Safeguarding Policy via CPOMS which will then be passed to a designated safeguarding lead or deputy designated safeguarding lead. The DSL or DDSL will then determine whether the matter meets the requirements for referral to the Channel Panel using the forms linked to the following website: <https://www.kscmp.org.uk/procedures/prevent>

Walderslade and Greenacre Schools Partnership will work closely with Local and National Statutory Bodies including the Local Children's Safeguarding Partnership and the Police to access information regarding local prevent concerns and issues.

Any, discrimination or extremist views, including derogatory language, displayed by students will always be challenged and, where appropriate, dealt with in line with the School's "Anti-Bullying Policy" and "Behaviour Policy". This will apply to comments made in school and on any digital platform used during remote learning or made using the Walderslade and Greenacre Schools Partnership's Email Server.

Visitors

Each School will assess the suitability and effectiveness of input from external agencies or individuals to ensure that:

- Any messages communicated to students are in support with fundamental British Values
- Any messages communicated to students are consistent with the ethos of the Walderslade and Greenacre Schools Partnership and do not marginalise any communities, groups or individuals
- Any messages communicated to students do not seek to glorify criminal activity or violent extremism or seek to radicalise students through extreme or narrow views of faith, religion or culture or other ideologies
- Activities are properly embedded in the curriculum and clearly mapped to schemes of work to avoid contradictory messages or duplication.
- Activities are matched to the needs of students.
- Visitors to the Walderslade and Greenacre Schools Partnership are provided with details of the school's safeguarding arrangements.

Internet Safety

The internet provides children with access to a wide-range of content, some of which is harmful. Extremists use the internet, including social media, to share their messages. The filtering systems used in our schools will be regularly updated to block inappropriate content, including extremist content. Social media sites, such as Facebook are also blocked on pupil devices. Searches and web addresses are monitored and the filtering systems will alert the DSL or DDSL where there are concerns and prevent further access when new sites that are unblocked are found. Where staff or students find unblocked extremist content they should report it to a member of staff. Students and staff know how to report internet content that is inappropriate or of concern. Online Safety will be

covered in ICT/Computing lessons and the Government Guidance on Teaching Online Safety will be used as the basis for this work.

We are aware that children may have access to unfiltered internet when using their mobile phones and staff are alert to the need for vigilance when students are using their phones. Mobile phones remain banned on site.

With the increased use of the internet as part of any Remote Learning, the Walderslade and Greenacre Schools Partnership will ensure that they continue to provide advice to parent/carers on safe use of the internet. Any websites or online materials that are used as part of remote learning will be from reputable sources and will be vetted in advance by the staff member using them.

Safer Recruitment

The Walderslade and Greenacre Schools Partnership will ensure that staff appointed to roles within the school are suitable. Our recruitment procedures are rigorous and we follow the statutory guidance published in Keeping Children Safe in Education, as set out in each school's Child Protection & Safeguarding Policy and in our Safer Recruitment Policy

Staff Training

All staff will be given training to help them understand the issues of radicalisation, are able to recognise the signs of vulnerability or radicalisation and know how to refer their concerns. This will form part of induction safeguarding training. All Staff will complete the Home Office's Online Prevent training upon induction (<https://www.elearning.prevent.homeoffice.gov.uk/edu/screen1.html>). The DSL or DDSL will attend refresher training to ensure that their knowledge and understanding of the Prevent Duty and how it applies to the school is up to date. Relevant Staff will also have completed online training relating to the Channel Panel and making referrals to the Channel Panel.

Out of Hours Hiring

The school is vigilant to the possibility that out-of-hours hire of the school premises may be requested by people wishing to run an extremist event. The school does not accept bookings from individuals or organisations that are extremist in their views.

Roles and Responsibilities

The Governing Board will be responsible for:

- Ensuring the appropriate measures are in place to protect students from radicalisation.
- Ensuring the Prevent duty is seen as part of the school's wider safeguarding duties.

The headteacher will be 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.
- Ensuring the school is a safe space in which students can understand and discuss sensitive topics, including terrorism and extremism, and are able to challenge these ideas.
- 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 appropriate and vetted prior to them having access to students.
- Ensuring appropriate prevent training is undertaken by each member of staff.

The DSL, and any deputies, will be responsible for:

- Handling any referrals to Prevent and/or Channel and supporting staff who make referrals.
- Following up any referrals made to the Prevent.
- Providing advice and support to staff on protecting students from the risk of radicalisation.
- 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.
- Understanding local procedures for making a Prevent referral and making Prevent referrals where appropriate.
- Considering if it would be appropriate to share any information with a new school or college in advance of a pupil leaving, e.g. if the pupil is currently receiving support through the 'Channel' programme and the information would allow the new setting to have support in place for when the pupil arrives.
- Undertaking specific prevent awareness training and providing advice and support to other staff on protecting students from the risk of radicalisation.
- Maintaining an awareness of the risks relating to extremism in the local area.
- Maintaining a clear understanding of prevent reporting and referral mechanisms.

All staff members will be responsible for:

- Being alert to the risk factors of extremism and radicalisation and any changes in a pupil's behaviour which could indicate that they may be in need of help or protection.
- Raising any concerns with the DSL (or any deputies, in their absence) via CPOMS
- Notifying the DSL (or any deputies, in their absence) when they make any referrals to Prevent.
- Engaging in staff training on the Prevent duty.
- Using their professional judgement to identify students who may be at risk of radicalisation and acting proportionately.

Promoting Fundamental British Values

Through the national curriculum, the school will:

- Teach our students a broad and balanced international history.
- Represent the cultures of all of our students.
- Teach a wide range of English and non-English literature.
- Commemorate World War 1 and 2.
- Discuss the UK's relations with the rest of Europe, the Commonwealth and the wider world.

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.

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, e.g. by 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.

Links to Other Policies

This policy should be read in conjunction with the following policies:

- Anti-Bullying Procedure
- Behaviour Policy
- Child-on-child Abuse Policy
- Safeguarding and Child Protection Policy
- Social Media Usage Policy (students)

Monitoring and Review

This policy will be reviewed annually, but may be reviewed and updated more frequently if necessary.



Equality Impact Assessment

Who is the policy or process intended for?	Students	Employees	Govs/ Trustees	Volunteers	Visitors
	☒	☒	☒	☒	☒
Status of the policy or process:	New policy or process			Existing policy or process	
	☐			☒	
Analysis					
Protected Characteristic	Impact analysis			Explanation of impact analysis	
	Positive	Neutral	Negative		
Age:	☐	☒	☐		
Disability:	☐	☒	☐		
Sex:	☐	☒	☐		
Gender reassignment:	☐	☒	☐		
Race:	☐	☒	☐		
Religion or belief:	☐	☒	☐		
Sexual orientation:	☐	☒	☐		
Marriage or civil partnership:	☐	☒	☐		
Pregnancy and maternity:	☐	☒	☐		
Pupil groups (PP/SEN/CLA):	☐	☒	☐		
Evaluation and decision making					
Summary of action taken:					
Final decision:					