

HOLY TRINITY C of E SCHOOL, East Finchley



High Standards Together

*'At Holy Trinity School we promise to provide opportunities for every child
to be the best that they can be.'*

*We aim to create a happy and secure Christian environment in which children
can grow in confidence and independence.*

*We strive for excellence in teaching and learning to achieve high
standards together.'*

Policy Name : **Prevention Duty Policy**

Date Ratified by Full Governing Body : **January 2016**

To be reviewed by: **December 2016**

Contents:

[Statement of intent](#)

1. [Definitions](#)
2. [Training](#)
3. [Risk indicators](#)
4. [Making a judgement](#)
5. [Referrals](#)
6. [Preventing radicalisation through learning](#)

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 behaviour which could indicate that they may be in need of help or protection. Staff will use their professional judgement to identify children who may be at risk of radicalisation and act appropriately – which may include making a referral to the Channel programme. The school will work with the Local Children's Safeguarding Board as appropriate.

It is important to be aware that, whilst there is a lot of media coverage regarding Islamic extremism, there are other organisations, including extreme right wing groups, who can damage society and present a threat to the community. Schools should at all times ensure that their approach to the threat of radicalisation is **balanced, calm and proportionate**.

In Church of England schools, the Christian values that we teach sit very comfortably alongside the British values that in many cases have grown directly from the Christian heritage of this country.

Christian values: <http://www.christianvalues4schools.co.uk/>

British values http://schools.london.anglican.org/uploads/document/2_0_british-values-in-c-of-e-schools-dec-2014.docx

1. Definitions

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

The school's designated safeguarding lead will undertake 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. The designated safeguarding lead will hold formal training sessions with all members of staff to ensure they are aware of the risk indicators and their duties regarding preventing radicalisation.

3. Risk indicators

Indicators of an identity crisis:

- 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 focussed 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
- Disassociation 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 teachers/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 purposes 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 sympathise 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 had 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 religion 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 leaders
- 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

Questions for the leadership team to ask?

1. Are there significant differences in the way that different groups in the school achieve, attend and behave?
2. Are these groups separated out in any way?
3. If one group has chosen to be isolated - why?
4. Are there any emerging patterns of behaviour?
5. Do you understand what is happening?
6. What are you doing about it?
7. Have you analysed the type, rate and pattern of bullying in the school?
8. How do you tackle discriminatory or derogatory language?
9. Are perpetrators challenged?

10. What have you learnt?
11. How robust are admissions and attendance procedures?
12. Do you follow up on absences?
13. Do you involve other agencies?
14. Is everyone that needs to be trained in safer recruitment?
15. Do you follow up all queries, before, during and after appointment?
16. Are visitors suitably checked and monitored?
17. How well do you check on and brief speakers and groups coming into school?
18. How do you monitor events?
19. How good are you at keeping pupils safe inside and outside the school?
20. Are the risk assessments effective?
21. Have you checked your safety arrangements?
22. Have you followed up and taken action after any incidents?
23. Do pupils understand and respond to risk effectively on the following issues:
 - Child sexual exploitation
 - Racism
 - Sexism
 - Homophobia
 - FGM
 - Domestic violence
 - Forced marriage
 - Substance misuse
 - Gangs Extremism
24. What action has the school taken to address these issues?
25. Is the curriculum broad and balanced, providing a wide range of subjects?
26. Are students prepared to live fruitful lives in modern Britain?
27. Does the curriculum promote British Values?
28. Are Christian values clearly taught in every aspect of school life?
29. Is there clear guidance on provision for the spiritual, social, moral and cultural development of every pupil?
30. Are these policies put into practice so that no-one, regardless of race, gender, sexual orientation, disability or faith, suffers discrimination?

5. Referrals

At Holy Trinity we are committed to protecting our pupils from radicalisation 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. The safeguarding lead will then assess the situation and decide whether further

action is required. If so, they will then discuss any concerns with the headteacher and decide the best course of action regarding a 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 harbour genuine concerns that a child is at risk.

6. Preventing radicalisation through learning

In addition to a vigilant programme of awareness of risk indicators and referrals where necessary, Holy Trinity is dedicated to protecting our pupils by engaging them in activities which help them to be more resilient to radical influences.

Useful Information:

Channel

Channel is a programme which provides support for those who are vulnerable and may be being drawn towards terrorism.

Schools may refer individuals to the Channel panel, however as the programme is voluntary the student may decline. There is an online training module available for school staff.

<https://www.gov.uk/government/publications/channel-guidance>

Local Safeguarding Boards are responsible for co-ordinating what is being done by all the local agencies.

Prevent Single Point of Contact (SPOC)

The SPOC for this school is: Roz Kimani or Kerri Wakefield

If there any concerns a member of staff should inform the SPOC (and/or the DSL, also Roz Kimani or Kerri Wakefield).

The appendix to this document contains a pro-forma to be completed detailing any concerns.

Useful contacts

<http://www.preventtragedies.co.uk>

<http://www.familiesmatter.org.uk>

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/439598/prevent-duty-departmental-advice-v6.pdf

The DfE Due Diligence and Counter Extremism Group have a confidential telephone helpline 020 7340 76244.

**APPENDIX I – PROFORMA for REPORTING CONCERNS REGARDING
RADICALISATION and EXTREMISM**

Pupil Name	
Class	
Address	
Parents / Carers Names and Numbers	
Addresses if different	
Details of concern	

Action taken	
Details of referrals including Names and contact Details	
Follow up Action	
Signed DSL and/or SPOC	Date
Headteacher	Date