

PREVENT STRATEGY

ORIGINATOR: Virginia Savage

SLT LINK: Stuart Williams



June 2017

KEY FACTS

- As a Federation we have a statutory duty to keep students safe and to 'prevent people from being drawn into terrorism' (Prevent Duty Guidance - July 2015).
- Violent extremists are groups or individuals who hold strong political or religious beliefs that encourage or support violence. Non-violent extremists can create an atmosphere conducive to terrorism and can popularise views which terrorists can exploit. Both are a real and serious threat to UK national security.
- Extremist groups need to recruit people to their cause. They do this through a process called 'radicalisation'.
- Prevent is one strand of the Government's counter terrorism strategy – CONTEST (Pursue, Protect, Prevent and Prepare). Its aim is to safeguard individuals who may be vulnerable to recruitment by extremists.
- We need to ensure that all students are aware of this threat and have the critical thinking skills necessary to resist all forms of extremism.
- The forms of extremism students may encounter are: far right extremism, Irish related, Al Qa'ida based, animal rights, environmental, faith based or others.

WARNING SIGNS

There is no single profile of a terrorist. However, in our day-to-day contact with students we should look out for the following:

- Graffiti symbols, writing, artwork or images promoting extremist messages e.g. the numbers 14 (the 14 Words "We must secure the existence of our people and a future for white children"), 18 (Adolf Hitler), 28 (Blood & Honour), 88 (Heil Hitler) and 8 August are used by Neo-Nazis.
- Accessing extremist material online – websites or social media.
- Reading extremist books (e.g. The Anarchist Cookbook, My Struggle) or listening to extremist music (e.g. Screwdriver).
- Changes in behaviour or friendship groups.
- Voicing racist opinions or using racist/hate language.
- Inciting violence, crime or anti-social behaviour.
- Condoning or supporting violence or harm towards others.

OUR STRATEGY

The table below outlines the Federation Prevent Strategy:

| |
|---|
| Objective 1 – The Governing Body, SLT, Federation Staff and Students have been appropriately trained to carry out their role. |
| Objective 2: Safeguarding procedures at the Federation are effective at identifying students at risk of radicalisation and taking appropriate action. |
| Objective 3: A broad and balanced curriculum, along with a varied extra-curricular programme, helps protect students against extremism and promotes community cohesion. |
| Objective 4: There is a strong commitment to working with outside agencies. |

Objective 1 – The Governing Body, SLT, Federation Staff and Students have been appropriately trained to carry out their role.

| Evidence | Tick as appropriate | Additional Information |
|---|---------------------|---|
| <p>The Senior Leadership Team are aware of the Prevent Strategy and its objectives:</p> <ul style="list-style-type: none"> ○ respond to the ideological challenge of terrorism and the threat we face from those who promote it; ○ prevent people from being drawn into terrorism and ensure that they are given appropriate advice and support; and ○ work with sectors and institutions where there are risks of radicalisation which we need to address. <p>(Prevent Strategy 2011)</p> | / | <p>Rutland and District Schools' Federation Prevent Strategy written by Virginia Savage.</p> <p>Due regard paid to Keeping Children Safe in Education: for schools and colleges (March 2015) and Protecting Children from Radicalisation: the Prevent Duty (July 2015).</p> |
| <p>The following:</p> <ul style="list-style-type: none"> ● Governors ● SLT ● Staff ● Safeguarding Team <p>have a good understanding of their own and institutional responsibilities in relation to Prevent.</p> | / | <p>Staff safeguarding training makes clear reference to Prevent.</p> <p>Biannual assemblies cover Prevent / Terrorism / British Values.</p> <p>Annual core staff training on Prevent.</p> |

| | | |
|--|----------|---|
| <p>There is appropriate guidance and literature available to staff on the Prevent Strategy.</p> | <p>/</p> | <p>Safeguarding update sent annually via email.</p> <p>The Channel Leaflet was circulated to all staff prior to the annual safeguarding training.</p> <p>Federation Prevent Strategy.</p> <p>Statutory guidance: Protecting Children from Radicalisation: the Prevent Duty (July 2015).</p> |
| <p>All staff have sufficient knowledge and confidence to exemplify British values when carrying out their role.</p> | <p>/</p> | <p>All staff are aware of the fundamental British values: democracy; rule of law; liberty; and tolerance and respect. These values have been conveyed to students in a number of ways, most notably through assemblies, the tutorial programme and work on the EU Referendum.</p> <p>British values have been mentioned explicitly in assemblies relating to prevent.</p> |
| <p>All staff understand the factors that make people vulnerable to being drawn into terrorism and to challenge extremist ideas which are used by terrorist groups.</p> | <p>/</p> | <p>Annual Federation Prevent Strategy / Core Staff Training on Prevent</p> |
| <p>All staff can recognise safeguarding concerns relating to radicalisation and know what action to take.</p> | <p>/</p> | <p>Follow existing safeguarding procedures.</p> |
| <p>All visitors who are invited to work with our students will be accompanied at all times by a member of Federation staff or will be subject to the appropriate checks.</p> | <p>/</p> | |

Objective 2: Safeguarding procedures at the Federation are effective at identifying students at risk of radicalisation and taking appropriate action.

| Evidence | Tick as appropriate | Additional Information |
|---|---------------------|---|
| There is a Prevent lead at the Federation | / | <p>Oliver Teasel is Prevent Lead and Jude Macdonald is Designated Safeguarding Lead at Catmose College.</p> <p>Kelly Jackson is Prevent Lead and Designated Safeguarding Lead at Catmose Primary.</p> |
| The Prevent lead understands the key priorities for delivering Prevent and these are embedded within safeguarding procedures. | / | <p>Prevent Training Completed 17 September 2015 at St Philips Centre, Leicester.</p> <p>Federation Safeguarding Policy updated to include Radicalisation and Extremism.</p> |
| R&E are mentioned specifically within the Federation Safeguarding Policy. | / | <p>The Federation Safeguarding Policy makes specific reference to Radicalisation and Extremism as a type of abuse.</p> <p>All concerns should be passed to Jude Macdonald/Kelly Jackson.</p> |
| ICT software is in place to identify students searching for extremist material. | / | <p>If concerns are raised about a student's online activity we can:</p> <ul style="list-style-type: none"> • monitor email correspondence; • search and check their online activity within College, including secure website searches; and • lock down a student's account to minimise what they are able to access. <p>The Smoothwall at the College has also been set up to block extremist websites and search terms. This will be reviewed termly by the Prevent Lead and the ICT Manager.</p> |
| There are adequate arrangements in place to support students at risk of radicalisation. | / | <p>Students at risk of radicalisation will be offered the following support:</p> <ul style="list-style-type: none"> • a key worker; • workshops on racism, homophobia and radicalisation and extremism; • mentoring. <p>The Federation will also liaise with the Leicestershire Prevent Co-ordinator in order to ascertain if any other support is appropriate or available.</p> |

Objective 3: A broad and balanced curriculum helps protect students against extremism and promotes community cohesion.

| Evidence | Tick as appropriate | Additional Information |
|--|---------------------|--|
| Democratic principles are promoted by the Federation | / | <p>Effective participation: All students are encouraged to play a full and active part in Federation Life. They do this through:</p> <ul style="list-style-type: none"> • Student Council elections and representation; • becoming Prefects and Subject Ambassadors; • being involved with sports teams, musical productions and other extra-curricular activities; • working as a Young Reporter for MakeWaves; • music, Academic and Sports Scholarships; • Duke of Edinburgh Award • trips and visits both at home and abroad; • the Electives programme; <p>Student Voice: all students are given the opportunity to express their views in the Student Survey which is completed annually and through a range of focus groups. Form representatives (who are elected by their tutor group) also sit on the Student Council, a group who meet termly and make decisions which influence the running of the Federation. Students frequently give tours of the Federation to visitors and sit on interview panels.</p> |
| The Federation promotes the rule of law | / | <p>Behaviour management system: the Federation has a clear behaviour management policy which specifies our expectations for behaviour and what happens when students fail to meet those expectations.</p> <p>The tutorial programme also deals with moral dilemmas which students may encounter and makes specific reference to the law.</p> |

| | | |
|--|---|---|
| The Federation promotes individual liberty and freedom | / | <p>Federation Ethos: The Federation operates on the principle of trust and equal value. There are no bells and no locked doors. Students can arrive from 8am in a morning and are welcome to stay until 5pm.</p> <p>Individual liberty and collective responsibility are discussed during the tutorial programme. Here students are encouraged to contemplate and contribute to discussions on a wide range of topics.</p> |
| The Federation promotes tolerance and respect | / | <p>The Federation Behaviour Management Policy actively seeks to promote tolerance and respect within the Federation. One of the Routines for Learning is for students 'to show respect for all involved in the life of the Federation'. This is achieved through actively encouraging students to be polite and thoughtful in their day to day interactions.</p> |
| Students are encouraged to develop critical thinking skills | / | <p>Critical thinking skills are essential if students are to contest the views and opinions of extremists. In lessons, students will be encouraged to gain mastery of topics. This involves: taking responsibility, examining concepts and theories from more than one perspective, asking intelligent questions and reaching informed conclusions. The mastery approach to teaching and learning will equip students with the thinking skills required to challenge the extremist ideology, something which is binary and hostile.</p> |
| Students are given opportunities to develop their social skills. | / | <p>Youth Speaks, the wide range of extra-curricular activities and the Electives Programme all seek to develop students' social skills.</p> <p>Students who struggle in this area are also offered social skills support with a Client Services Advisor.</p> |

Objective 4: A strong commitment to working with outside agencies.

| Evidence | Tick as appropriate | Additional Information |
|--|---------------------|---|
| Effective communication with different agencies. | / | Prevent Coordinator Leicestershire, William Baldet is our first point of contact. |

CONTACTS

Designated Safeguarding Lead:

Catmose College: Jude Macdonald safeguarding@catmosecollege.com 01572 770066

Catmose Primary: Kelly Jackson kjackson@catmoseprimary.com 01572 772583

Harington School: Stephanie Preen spreen@haringtonschool.com 01572 772579

Leicestershire Police Prevent Engagement Team (PET)
preventengagement.team@leicestershire.pnn.police.uk 0116 248 6726

Leicester Prevent Co-ordinator prevent@stphilipscentre.co.uk 0116 273 3459 or 07403 727727

RADICALISATION AND EXTREMISM RISK ASSESSMENT

The Federation

| | | |
|---|----------|---|
| Does the Federation have a Prevent Strategy | YES | |
| Does the Federation work with outside agencies on R&E | YES | Rutland County Council / Local Police / Leicestershire Prevent Co-ordinator |
| Does the Federation have a nominated R&E Lead | YES | Oliver Teasel CC / Kelly Jackson CP |
| Do staff know how to voice their safeguarding concerns | YES | Safeguarding Policy / Prevent Strategy / Safeguarding Training |
| Do students know who to voice their safeguarding concerns to | YES | Told during the Safeguarding Assembly |
| Are there opportunities for pupils to learn about R&E | YES | PSHE / Assemblies / Outside Agencies |
| Have there been any documented cases of R&E at the Federation | NO | No cases to date |
| Is the Federation particularly prone to R&E | NO | Vast majority of students are White British. The threat would predominately be from Far Right Extremism. |
| Evaluation | LOW RISK | The Federation Prevent Strategy needs to be reviewed by the Governing Body annually. The curriculum, and extra – curricular provision, is sufficient to provide students with knowledge of R&E. |

Intake and Local Community

| | | |
|---------------------------------------|----------|---|
| Are the students aware of R&E | YES | Safeguarding and Prevent Assemblies / PSHE |
| Are individual students risk assessed | YES | Student behaviour is monitored via Sleuth, the 8 week checkpoints, the Pastoral Log and the Welfare Log. If concerns were raised about a student a risk assessment could be put in place Staff Shared Area > Risk Assessment Students. |
| Students at risk | 0 | Currently we feel that no students are at risk. |
| Does the local community pose a risk? | LOW RISK | The local community is predominantly White British. The risk would be from Far Right Extremism. However, the risk is low. |
| Evaluation | LOW RISK | The Federation will continue to monitor student behaviour and look out for signs of radicalisation and extremism. Should circumstances change, this strategy and risk assessment will be reviewed immediately. |