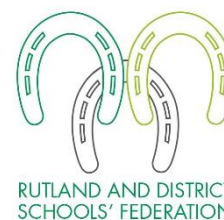


PREVENT STRATEGY

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1. KEY FACTS

- 1.1 Within this policy 'we' and 'us' means the Federation.
- 1.2 We have a statutory duty to keep students safe and to 'prevent people from being drawn into terrorism' (Counter-Terrorism and Security Act 2015).
- 1.3 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.
- 1.4 Extremist groups need to recruit people to their cause. They do this through a process called radicalisation.
- 1.5 We need to protect pupils from the risk of radicalisation, as part of our wider safeguarding duties and duty to promote the spiritual, moral, social and cultural development of students.
- 1.6 Prevent is one strand of the government's counter-terrorism strategy – Pursue, Protect, Prevent and Prepare. Its aim is to safeguard individuals who may be vulnerable to recruitment by extremists.

- 1.7 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.
- 1.8 We also build students' resilience to radicalisation by promoting fundamental British values and enabling them to challenge extremist views. We do not intend to stop students talking about or debating controversial issues. On the contrary, in College 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.

2. WHAT IS EXTREMISM?

- 2.1 "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 is calling 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.

3. RISK ASSESSMENT

- 3.1 We should be aware of the increased risk of online radicalisation, as terrorist organisations such as ISIL seek to radicalise young people through the use of social media and the internet.
- 3.2 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 students' 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.
- 3.3 Staff should use their professional judgment in identifying children who might be at risk of radicalisation and act proportionately following the Safeguarding and Child Protection policies.
- 3.4 All 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 act when they observe behaviour of concern.
- 3.5 Procedures are in place for protecting children at risk of radicalisation. These procedures are set out in existing safeguarding policies.

4. OUR STRATEGY

4.1 The table below outlines our Prevent Strategy:

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| Objective 1: The governing body, senior leadership team, staff and students have been appropriately trained to carry out their role. |
| Objective 2: Safeguarding procedures at the Federation are effective in identifying students at risk of radicalisation and taking appropriate action. |
| Objective 3: A broad and balanced curriculum, along with a varied extracurricular programme, helps protect students against extremism and promotes community cohesion. |
| Objective 4: There is a strong commitment to working with outside agencies. |

4.2 Objective 1: The governing body, senior leadership team, staff and students have been appropriately trained to carry out their role.

| Evidence | Tick as appropriate | Additional Information |
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| <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. • (Prevent Strategy) | ✓ | <p>Rutland and District Schools' Federation Prevent Strategy written by the senior leadership team.</p> <p>Due regard paid to Keeping Children Safe in Education 2023 and Protecting Children from Radicalisation: The Prevent Duty (July 2015).</p> |
| <p>The following:</p> <ul style="list-style-type: none"> • governors • senior leadership team • 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> |

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| <p>There is appropriate guidance and literature available to staff on the Prevent Strategy.</p> | <p>✓</p> | <p>Safeguarding update sent three times a year.</p> <p>The Channel leaflet is 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 British political system.</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 Safeguarding and 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 staff or will be subject to the appropriate checks.</p> | <p>✓</p> | |

4.3 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 |
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| There is a Prevent Lead at the Federation | ✓ | Alex Emmerson is the Prevent Lead. Kelly Jackson is the Prevent Lead and Designated Safeguarding Lead at Catmose Primary. Chris Raine is the Prevent Lead and Designated Safeguarding Lead at Harington School. |
| The Prevent Lead understands the key priorities for delivering Prevent. These are embedded within safeguarding procedures. | ✓ | Prevent Training completed at St Philips Centre, Leicester. Alex Emmerson has completed the GOLD course on Prevent for Safeguarding Leads. Federation Safeguarding Policy updated to include Radicalisation and Extremism. |
| R&E are mentioned specifically within the Federation Safeguarding Policy. | ✓ | The Federation Safeguarding Policy makes specific reference to Radicalisation and Extremism as a type of abuse. All concerns should be passed to one of the Federation Designated Safeguarding Leads. |
| ICT software is in place to identify students searching for extremist material. | ✓ | If concerns are raised about a student's online activity we can: <ul style="list-style-type: none"> • monitor email correspondence; • search and check their online activity, including secure website searches; and • lock down a student's account to minimise what they are able to access. The smooth wall at the Federation 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. |
| There are adequate arrangements in place to support students at risk of radicalisation. | ✓ | Students at risk of radicalisation will be offered the following support: <ul style="list-style-type: none"> • a key worker; • workshops on racism, homophobia, and radicalisation and extremism; • mentoring; • a safety plan may be issued. |

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| | | The Federation will also liaise with the Leicestershire Prevent Co-ordinator in order to ascertain if any other support is appropriate or available. |
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4.4 Objective 3: a broad and balanced curriculum helps protect students against extremism and promotes community cohesion.

| Evidence | Tick as appropriate | Additional Information |
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| 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 extracurricular activities; • Music, Academic and Sports Scholarships; • Duke of Edinburgh's 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: we have a clear Behaviour Management Policy which specifies our expectations for behaviour and what happens when students fail to meet those expectations. The tutorial programme also deals with moral dilemmas which students may encounter and makes specific reference to the law.</p> |

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| <p>The Federation promotes individual liberty and freedom</p> | <p>✓</p> | <p>Our ethos: We operate 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, in which students are encouraged to contemplate and contribute to discussions on a wide range of topics.</p> |
| <p>The Federation promotes tolerance and respect</p> | <p>✓</p> | <p>Our Behaviour Management Policies actively seek 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> |
| <p>Students are encouraged to develop critical thinking skills</p> | <p>✓</p> | <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> |
| <p>Students are given opportunities to develop their social skills.</p> | <p>✓</p> | <p>Youth Speaks, the wide range of extracurricular 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> |

4.5 Objective 4: a strong commitment to working with outside agencies.

| Evidence | Tick as appropriate | Additional Information |
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| Effective communication with different agencies. | ✓ | Prevent Coordinator Leicestershire is a point of contact in addition to Children's Social Care. |

Building children's resilience to radicalisation

Our schools must 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 students' 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.

Curriculum design allows for effective time in providing students with opportunities to explore sensitive or controversial issues, and equipping them with the knowledge and skills to understand and manage difficult situations. Students must be able to recognise and manage risk, make safer choices, and recognise when pressure from others threatens their personal safety and wellbeing.

In accordance with the new government guidelines surrounding the statutory teaching of relationships which came into effect for September 2020, as part of our PSHE programme we explore the issues of radicalisation and extremism as part of the work we do on healthy and non-healthy relationships.

5. CONTACTS

5.1 Designated Safeguarding Lead:

- Catmose College: Claire Pugh cpugh@catmosecollege.com
Tel. 01572 770066
- Catmose Primary: Kelly Jackson kjackson@catmoseprimary.com Tel. 01572 772583
- Harington School: Chris Raine craine@haringtonschool.com Tel. 01572 772579

5.2 External contacts:

- 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

5.3 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 and civil partnership, pregnancy and maternity, age, religion/belief or political/other personal beliefs. Please refer to the Equality, Diversity and Inclusion Policy for more information.

6. APPENDIX 1: RADICALISATION AND EXTREMISM RISK ASSESSMENT

The Federation

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| 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/Serious Violence Duty team |
| Does the Federation have a nominated R&E Lead? | Yes | Alex Emmerson Catmose College/Kelly Jackson Catmose Primary/Chris Raine Harington School |
| 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 | Delivered during the Safeguarding Assembly and in the safeguarding newsletter. |
| Are there opportunities for students to learn about R&E? | Yes | PSHE / Assemblies / Outside Agencies |
| Have there been any documented cases of R&E at the Federation? | No | |
| Is the Federation particularly prone to R&E? | No | |
| Evaluation | Low Risk | The Federation Prevent Strategy needs to be reviewed by the Trust annually. The curriculum, and extracurricular provision, is sufficient to provide students with knowledge of R&E. |

Intake and Local Community

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| Are the students aware of R&E? | Yes | Safeguarding and Prevent Assemblies / PSHE |
| Are individual students risk assessed? | Yes | Student behaviour is monitored via CPOMS, 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 on the designated staff shared area. |
| 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. |