



## Prevent Duty

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1.0	November 2016	W. Southgate		
2.0	November 2020	W.Southgate		Departmental advice for schools and childcare providers - June 2015
3.0	February 2022	R.Park		Page 2 All School staff complete Prevent safeguarding training

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# Prevent Duty

## Definition

From 1 July 2015 all schools are subject to a duty under section 26 of the Counter Terrorism and Security Act 2015, in the exercise of their functions, to have “due regard to the need to prevent people from being drawn into terrorism”. This duty is known as the Prevent duty. The Prevent Duty forms part of the school’s Safeguarding Policy and Procedures.

## Responsibilities

In order for schools to fulfil the Prevent duty, it is essential that staff are able to identify children who may be vulnerable to radicalisation, and know what to do when they are identified. Protecting children from the risk of radicalisation should be seen as part of schools’ wider safeguarding duties, and is similar in nature to protecting children from other harms (e.g. drugs, gangs, neglect, sexual exploitation), whether these come from within their family or are the product of outside influences.

At Southwood Infant School we build pupils’ resilience to radicalisation by promoting fundamental British values and enabling them to challenge views and opinions. We do this by providing a safe space in which children, and staff can debate key issues that are relevant to themselves and appropriate to their age and stage of development. We actively help children to develop the knowledge and skills to be able to challenge extremist arguments. For early years childcare providers, the statutory framework for the Early Years Foundation Stage sets standards for learning, development and care for children from 0--- - 5, thereby assisting their personal, social and emotional development and understanding of the world.

## Requirements

The statutory guidance on the Prevent duty summarises the requirements on schools in terms of four general themes: risk assessment, working in partnership, staff training and IT policies.

## Risk Assessment

The statutory guidance makes clear that schools are expected to assess the risk of children being drawn into terrorism, including support for extremist ideas that are part of terrorist ideology. This means being able to demonstrate both a general understanding of the risks affecting children and young people in the area and a specific understanding of how to identify individual children who may be at risk of radicalisation and what to do to support them. Even very young 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 take action when they observe behaviour of concern.

## Working in Partnership

The Prevent duty builds on existing local partnership arrangements. Local Safeguarding Children Boards (LSCBs) are responsible for co-ordinating what is done by local agencies for the purposes of safeguarding and promoting the welfare of children in their local area. The school’s safeguarding arrangements already take into account the policies and procedures of the LSCB. Effective engagement with parents / the family is also important as

they are in a key position to spot signs of radicalisation. It is important to assist and advise families who raise concerns and be able to point them to the right support mechanisms

### **Staff training**

At Southwood all staff are made aware of the Prevent Duty as part of safeguarding training. All staff complete online Prevent Safeguarding training.

This includes ensuring staff develop safe and secure professional relationships with children and families so that they are able to identify children at risk of being drawn into terrorism and/or extremist ideas.

The Designated Safeguarding Lead Rachel Park and Deputy DSL undertake Prevent awareness as part of their Safeguarding training and are able to provide advice and support to other members of staff on protecting children from the risk of radicalisation.

### **IT policies**

The statutory guidance makes clear the need for schools to ensure that children are safe from terrorist and extremist material when accessing the internet in schools. At Southwood the school is bound by the Hampshire County Council IT filtering system and has an IT policy that does not allow pupils to have unsecure access to the internet.

The school also has an e-safety policy that teaches children how to stay safe online, both in school and outside. Internet safety is integral to the school's Computing curriculum and is also be embedded in PSHE.

### **Building children's resilience to radicalisation**

At Southwood we build pupils' resilience to radicalisation through the values held by the school and the school curriculum. This includes:

- Providing a safe environment for debating controversial issues and helping children to understand how they can influence and participate in decision-making. This is achieved through class, year group and whole school council debates and decision making. These allow pupils to explore topical and social issues critically, to weigh evidence, to debate, and to make reasoned arguments.
- Pupils are also taught about the diverse religious and ethnic identities in the United Kingdom and the need for mutual respect and understanding.
- Actively promoting the spiritual, moral, social and cultural development of pupils and, within this, fundamental British values.
- Personal, Social and Health Education (PSHE). This provides pupils with time to explore sensitive or controversial issues, and equips them with the knowledge and skills to understand and manage difficult situations.
- Teaching pupils to recognise and manage risk, make safer choices, and recognise when pressure from others threatens their personal safety and wellbeing.
- Teaching pupils to develop effective ways of resisting pressures, including knowing when, where and how to get help.
- Explicitly teaching and modelling the school ethos and values to encourage pupils to develop positive character traits such as resilience, determination, self-esteem, and confidence.
- Teaching pupils to understand and respect the school Golden Rules

### **Raising a Concern**

If a member of staff in a school has a concern about a particular pupil they should follow the school's normal safeguarding procedures, including discussing with the school's designated safeguarding lead, and where deemed necessary, with children's social care.

The Department for Education has dedicated a telephone helpline (020 7340 7264) to enable staff and governors to raise concerns relating to extremism directly. Concerns can also be raised by email to [counter.extremism@education.gsi.gov.uk](mailto:counter.extremism@education.gsi.gov.uk). Please note that the helpline is not intended for use in emergency situations, such as a child being at immediate risk of harm or a security incident, in which case the normal emergency procedures should be.