



Queenswood School

Prevent Duty Policy Preventing Radicalisation

Member of Staff Responsible: Mrs J. A. Tanner
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Introduction:

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 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.

Schools can also build pupils' resilience to radicalisation by promoting fundamental British values and enabling them to challenge extremist views. It is important to emphasise that the Prevent duty is not intended to stop pupils debating controversial issues. On the contrary, schools should 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. For early years children, 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. The statutory guidance on the Prevent duty summarises the requirements on schools in terms of risk assessment, working in partnership, staff training, IT policies and also requires schools to build up pupils' resilience to being drawn into radicalisation.

1. Risk assessment

Queenswood School has measures to assess the risk of children being drawn into terrorism and for their exposure to extremist ideas that are part of terrorist ideology. Staff have 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.

The general risks affecting children and young people may vary from area to area, and according to their age: Queenswood School is committed to understanding the possible risks so that staff can respond in an appropriate and proportionate way; this includes 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. The local authority and local police are able to provide contextual information to help if consulted. 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, staff

are alert to changes in children's 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. School staff would use their professional judgement in identifying children who might be at risk of radicalisation and act proportionately.

A child could begin to demonstrate a change in behaviour: they may

- begin with a search for answers to questions about identity, faith and belonging
- be driven by the desire for 'adventure' and excitement
- be driven by a desire to enhance the self-esteem of the individual and promote their 'street cred'
- show some identification with a charismatic individual and attraction to a group which can offer identity, social network and support in their own 'identity crisis'
- be fuelled by a sense of grievance that can be triggered by personal experiences of racism or discrimination

Early indicators could include:

- showing sympathy for extremist causes
- glorifying violence
- evidence of possessing illegal or extremist literature
- advocating messages similar to illegal organisations such as "Muslims Against Crusades" or other non-proscribed extremist groups such as the English Defence League.
- out of character changes in dress, behaviour and peer relationships (but there are also very powerful narratives, programmes and networks that young people can come across online so involvement with particular groups may not be apparent.)
- secretive behaviour

The Power of Social Media/Internet Grooming:

There are also very powerful narratives, programmes and networks that young people can come across online or through social media so involvement with particular groups may not be outwardly apparent and those at risk may be encouraged not to draw attention to themselves.

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 to carry out unnecessary intrusion into family life but as with any other safeguarding risk, the school would take action if any concerning behaviour is observed.

Clear procedures are in place for protecting children at risk of radicalisation. General safeguarding principles apply to keeping children safe from the risk of radicalisation as set out in the relevant statutory guidance, 'Working together to safeguard children' and 'Keeping children safe in education'.

2. Working in Partnership

The 'Prevent' duty builds on existing local partnership arrangements. The Leeds Local Safeguarding Children Board (LSCB) is 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. Safeguarding arrangements at Queenswood School take into account the policies and procedures of the Leeds LSCB. In Leeds, the Home Office has a dedicated Prevent co-ordinator to work with communities and organisations, including schools and the Safeguarding leads at Queenswood have had training from this Home Office co-ordinator. Other partners, in particular the police and also civil society organisations, would be able to provide advice and support on implementing the duty if required.

In addition, 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 may raise concerns and be able to point them to the right support mechanisms. School would also implement interventions such as:

- Increased adult support, supervision and encouragement
- Positive buddying programmes
- Positive activities in and out of school
- Behaviour support / anger management programmes
- Attendance monitoring
- Links with relevant voluntary or religious organisations
- Advice on cyber safety (for pupils and parents)

3. Staff training

The Home Office has developed a core training product for this purpose – ‘Workshop to Raise Awareness of Prevent’ (WRAP). The Designated Safeguarding Lead and Deputy Designated Officer (Head and Deputy Head) have undertaken ‘Prevent’ awareness training (WRAP) and are able to provide advice and support to other members of staff on protecting children from the risk of radicalisation (as mentioned above). The Lead ensures that school staff receive training and that this is treated as a serious safeguarding matter.

4. IT policies

Queenswood School recognises that what is good practice for safeguarding in other fields is good practice for vulnerability to extremism. There are two factors which will impact upon online safeguarding; user-behaviour and network security. Queenswood School enforces an Acceptable Use Policy for all users and a Netiquette Agreement, for pupils and parents. These facilitate safe strategies which include access to private email on the network; ensuring web connected computers are in public areas, and monitoring browsing history. There is also a need to ensure that everyone, pupils and staff, know what to do should they become concerned about something they find, or contact they receive. If at any stage a member of staff should be concerned that a child or young person is at imminent risk of harm the Designated Safeguarding Lead would contact the Child Protection Duty and Advice Team on 0113 3760336 (out of hours: 0113 209536). Nadeem Siddique is the ‘Prevent’ Lead for Leeds (Tel: 07891 275424, or email prevent@leeds.gov.uk for advice)

5. Building children’s resilience to radicalisation

Queenswood School aims to build pupils’ 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.

- Queenswood School promotes the spiritual, moral, social and cultural development of pupils and, within this, fundamental British values. Personal, Social and Health Education (PSHE) is an effective way of providing pupils with time to explore sensitive or controversial issues, and equipping them with the knowledge and skills to understand and manage difficult situations. Our assembly programme explores the strands of fundamental British Values and the UN Convention on the Rights of the Child.
- We teach pupils to recognise and manage risk, make safer choices, and recognise when pressure from others threatens their personal safety and wellbeing. They can also develop effective ways of resisting pressures, including knowing when, where and how to get help.
- We encourage our pupils to develop positive character traits through PSHE, such as resilience, determination, self-esteem, and confidence. Our work in the Unicef 'Rights Respecting Award' is a valuable scaffold for these debates and awareness. Our Behaviour programme promotes and celebrates positive achievements. In addition, the School has many opportunities to promote community cohesion with opportunities for channelling positive engagement e.g. charities / community work.
- Citizenship helps to provide pupils with the knowledge, skills and understanding to prepare them to play a full and active part in society. It equips pupils to explore political and social issues critically, to weigh evidence, to debate, and to make reasoned arguments. Our pupils learn about democracy, government and how laws are made and upheld. They are also taught about the diverse national, regional, religious and ethnic identities in the United Kingdom and the need for mutual respect and understanding.

Queenswood School's Welfare Audit Group act as Governors who are responsible for ensuring the 'Prevent' duties are being realised, alongside the Head Teacher. The Group and Head Teacher monitor the curriculum; the safeguarding policy; training issues; risk assessments and look at the school's best practice in building against vulnerability to radicalisation.