PREVENT POLICY

This policy relates to all sections and activities of the school and its pupils, e.g. the Senior School, the Junior School (including EYFS), Wrap Around Care, Offsite Activities and school run Holiday Activities or Clubs. The policy also applies to incidents involving our pupils out of school hours.

1   AIMS & OBJECTIVES

1.1   Red House School is fully committed to safeguarding and promoting the welfare of all its pupils. We recognise that safeguarding against radicalisation is no different from safeguarding against any other vulnerability*.*

1.2   At Red House all staff are expected to uphold and promote the fundamental principles of British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs.

1.3   Since 2011, when the Prevent Strategy was published, there has been an awareness of the specific need to safeguard children, young people and families from all forms of terrorism as well as non-violent extremism.

1.4   According to Prevent Duty Guidance: England and Wales (2023), the aim of Prevent is to stop people from becoming terrorists or supporting terrorism.

1.5   The objectives of Prevent are to:

- Tackle the ideological causes of terrorism.
- Intervene early to support people susceptible to radicalisation.
- Enable people who have already engaged in terrorism to disengage and rehabilitate.

1.6   As of 1 July 2015, there is a statutory duty for schools to report on extremists behaviours or act upon concerns they have related to extremism. Section 26 of the Counter-Terrorism and Security Act (2015) places a duty on certain bodies in the exercise of their functions to have 'due regard to the need to prevent people from being drawn into terrorism.'

1.7   Recommendations published, following the HM Government commissioned Independent Review (led by William Shawcross), in February 2023, stated that Prevent should focus on its core mission of stopping people from becoming terrorists or supporting terrorism. This includes Prevent placing greater emphasis on tackling ideology and its radicalising effects.

1.8   The following updated guidance has been published: Prevent duty guidance: England and Wales (September 2023).

2   LINKS TO OTHER POLICIES

2.1   This policy links to the following policies:

- Child Protection (Safeguarding)
- Anti-Bullying
- Behaviour Management
- E-Safety and Pupil Acceptable Use of ICT
- Child Protection (Suitability of Staff)
- Wellbeing and Positive Mental Health
- RSE
- PSHE
- Equality, Diversity and Inclusion
- SEND
- SMSC

3   PRINCIPLES

3.1   The main aims of this policy statement are to ensure that staff are fully engaged in being vigilant about radicalisation; that they overcome professional disbelief that such issues will not happen here and ensure that we work alongside other professional bodies and agencies to ensure that our pupils are safe from harm.

3.2   The principle objectives are that:

- All staff, teachers, teaching assistants and non-teaching staff will have an understanding of what radicalisation and extremism are and why we need to be vigilant in school.
- All staff teachers, teaching assistants and non-teaching staff will know what the school policy is on anti-radicalisation and extremism and will follow the policy when issues arise.
- All parents and pupils will know that the school has policies in place to keep pupils safe from harm and that the school regularly reviews its systems to ensure they are appropriate and effective.

4   DEFINITIONS AND INDICATORS

4.1   KCSIE defines terrorism as: 'an action that endangers or causes serious violence to a person/people; causes serious damage to property; or seriously interferes or disrupts an electronic system. The use or threat must be designed to influence the government or to intimidate the public and is made for the purpose of advancing a political, religious or ideological cause.'

4.2   Radicalisation is defined as the act or process of making a person more radical or favouring of extreme or fundamental changes in political, economic or social conditions, institutions or habits of the mind.

4.3   Extremism is defined by the Government in the Prevent Strategy as '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.' We also include in our definition of extremism calls for the death of members of our armed forces, whether in this country or overseas.

4.4   Extremism is defined by the Crown Prosecution Service as the demonstration of unacceptable behaviour by using any means or medium to express views which:

- Encourage, justify or glorify terrorist violence in furtherance of particular beliefs.
- Seek to provoke others to terrorist acts.
- Encourage other serious criminal activity or seek to provoke others to serious criminal acts.
- Foster hatred which might lead to inter-community violence in the UK.

5   THE ROLE OF THE CURRICULUM

5.1   Our curriculum promotes respect, tolerance and diversity. Children are encouraged to share their views and recognise that they are entitled to have their own different beliefs which should not be used to influence others.

5.2   Our PSHE (Personal, Social and Health Economic Education), RSE (Relationships and Sex Education) and SMSC (Spiritual, Moral, Social and Cultural) provision is embedded across the curriculum, and underpins the ethos of the school. Please refer to separate policies.

5.3   It is recognised that children with low aspirations are more vulnerable to radicalisation and therefore we strive to equip our pupils with confidence, self-belief, respect and tolerance as well as setting high standards and expectations for themselves.

5.4   Children are regularly taught about how to stay safe when using the Internet and are encouraged to recognise that people are not always who they say they are online. They are taught to seek adult help if they are upset or concerned about anything they read or see on the Internet. Please refer to the E-Safety and Pupil Acceptable Use of ICT Policy.

6   INDICATORS OF VULNERABILITY TO RADICALISATION

6.1   There is no such thing as a 'typical extremist': those who become involved in extremist actions come from a range of backgrounds and experiences, and most individuals, even those who hold radical views, do not become involved in violent extremist activity.

6.2   Pupils may become susceptible to radicalisation through a range of social, personal and environmental factors - it is known that violent extremists exploit vulnerabilities in individuals to drive a wedge between them and their families and communities. It is vital that school staff are able to recognise those vulnerabilities.

6.3   Indicators of vulnerability include, although it must be noted that this list is not exhaustive, nor does it mean that all young people experiencing the above are at risk of radicalisation for the purposes of violent extremism:

- Identity crisis – the pupil is distanced from their cultural/religious heritage and experiences discomfort about their place in society.

- Personal crisis – the pupil may be experiencing family tensions; a sense of isolation; and low self-esteem; they may have dissociated from their existing friendship group and become involved with a new and different group of friends; they may be searching for answers to questions about identity, faith and belonging.
- Personal circumstances – migration; local community tensions; and events affecting the pupil / pupil's country or region of origin may contribute to a sense of grievance that is triggered by personal experience of racism or discrimination or aspects of Government policy.
- Unmet aspirations – the pupil may have perceptions of injustice; a feeling of failure; rejection of civic life.
- Experiences of criminality – which may include involvement with criminal groups, imprisonment, and poor resettlement/reintegration.
- Special Educational Need (SEND) – pupils may experience difficulties with social interaction, empathy with others, understanding the consequences of their actions and awareness of the motivations of others.

6.4   More critical risk factors could include:

- Being in contact with extremist recruiters.
- Accessing violent extremist websites, especially those with a social networking element.
- Possessing or accessing violent extremist literature.
- Using extremist narratives and a global ideology to explain personal disadvantage.
- Justifying the use of violence to solve societal issues.
- Joining or seeking to join extremist organisations.
- Significant changes to appearance and/or behavior.
- Experiencing a high level of social isolation resulting in issues of identity crisis and/or personal crisis.

7   ROLES AND RESPONSIBILITIES

7.1   The Designated Safeguarding Lead (DSL) and Deputy Designated Safeguarding Leads (DDSL) in the School are:

- **Claire Thompson**, Deputy Head and Head of the Senior School, is the whole-school Designated Safeguarding Lead (DSL):
  Email: claire.thompson@redhouseschool.co.uk
  Tel: 01642 553370

- **Samantha Lindsay-Symington**, Director of Pastoral Care & Wellbeing, is a whole-school, Designated Safeguarding Lead (DSL):
  Email: samantha.lindsay@redhouseschool.co.uk
  Tel: 01642 553370

- **Tom Thorogood**, Head of Years 9-11, is a Deputy DSL for the Senior School:
  Email: tom.thorogood@redhouseschool.co.uk
  Tel: 01642 553370

- **Susan Casey**, Head of Years 6-8, is a Deputy DSL for the Senior School (from November 2023):
  Email: susan.casey@redhouseschool.co.uk
  Tel: 01642 553370

- **Victoria Smith,** Assistant Head of the Junior School, is a Deputy DSL (for EYFS and the Junior School):
  Email: vicky.smith@redhouseschool.co.uk
  Tel: 01642 535353

- **Leanne Boyd-Smith, Safeguarding Governor, Red House School Board of Governors:**
  Contact can be made via the School Office.

- **Fiona Hunt, Deputy Safeguarding Governor, Red House School Board of Governors:**
  Contact can be made via the School Office.

7.2   The Designated Safeguarding Leads (DSL) or the Deputy Designated Safeguarding Leads (DDSL) are responsible for:

- Ensuring that staff of the school are aware that they are the Single Point of Contact (SPOC) in relation to protecting pupils from radicalisation and involvement in terrorism.
- Maintaining and applying a good understanding of the relevant guidance in relation to preventing pupils from becoming involved in terrorism, and protecting them from radicalisation by those who support terrorism or forms of extremism which lead to terrorism.
- Raising awareness about the role and responsibilities of Red House staff and community in relation to protecting pupils from radicalisation and involvement in terrorism.
- Monitoring the effect in practice of the school's PSHE curriculum and the Curriculum Policy to ensure that they are used to promote community cohesion and tolerance of different faiths and beliefs.
- Raising awareness within the school about the safeguarding processes relating to protecting pupils from radicalisation and involvement in terrorism.

- Acting as the first point of contact within the school for case discussions relating to pupils who may be at risk of radicalisation or involved in terrorism.
- Collating relevant information from in relation to referrals of vulnerable pupils into the report progress to actions to the local authority.
- Sharing any relevant additional information in a timely manner.
- Safeguarding individuals who might be vulnerable to being radicalised, so that they are not at risk of being drawn into terrorist-related activity.
- Providing early intervention to protect and divert people away from the risks they face and reduce vulnerability.

8 STAFF TRAINING
8.1 Through INSET opportunities in school, we will ensure that our staff are fully aware of the threats, risks and vulnerabilities that are linked to radicalisation; are aware of the process of radicalisation and how this might be identified early on.

8.2 All staff undertake Prevent Training as part of their Induction Programme, and as part of their annual CPD.

9 PROCEDURES FOR PREVENT REFERRALS
9.1 Although serious incidents involving radicalisation have not occurred at Red House to date, it is important for us to be constantly vigilant and remain fully informed about the issues which affect the region in which we teach.

9.2 Staff are reminded to suspend any professional disbelief that instances of radicalisation 'could not happen here' and to refer any concerns to the Designated Safeguarding Lead (DSL) or Deputy Designated Safeguarding Lead (DDSL).

9.3 The DSL or DDSL will call the Children's Hub for Advice and will then refer the pupil to either Local Authority Single Point of Contact (SPOC) or Channel Panel Cleveland. Details for which are below.

10 MULTI-AGENCY CONTACTS FOR PREVENT REFERRALS

10.1 **The Children's HUB:** Tel 01429 284284   Email: childrenshub@hartlepool.gcsx.gov.uk

10.2 **Emergency Duty Team:** (Out of Office Hours) Tel 0802 402994

10.3 **LADO:** Phil Curtis: Tel: 01429 284284/07717 301565/01429 401844
Email: philip.curtis@stockton.gov.uk

10.4 **Prevent Strategy - Channel Panel Cleveland**
The Cleveland Police Prevent office is resourced 0800 to 1600 Monday to Friday (Tel: 01642 301332) and can be contacted for advice before sending the referral where needed. Outside of those hours contact is via 101 Cleveland Police Contacts and ask for Prevent Team.
Prevent Team   prevent.contest@cleveland.pnn.police.uk

10.5 **Local Authority Prevent Contacts:**

Hartlepool	Rachel.Parker@hartlepool.gov.uk	Tel: 01429 523226
Stockton	Marc.Stephenson@stockton.gov.uk	Tel: 01642 527173
Middlesbrough	Andrew_Shippey@middlesbrough.gov.uk	Tel: 01642 728690
Redcar & Cleveland	Jay.hosie@redcar-cleveland.gov.uk	Tel: 01642 444679

11 POLICY REVIEW
11.1 The Prevent Policy will be reviewed annually by the DSL as part of the overall Child Protection (Safeguarding) Policy review.

12 SOURCES
Department for Education's guidance on the 'Prevent Duty' -
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/439598/prevent-duty-departmental-advice-v6.pdf

Reviewed by: Dr R Ashcroft & Miss C Thompson
September 2023

Ratified by: The Board of Governors
September 2023

APPENDIX 1: PREVENTION AND DUTY RISK ASSESSMENT

No	Potential Risk Area	Current Position	Action to be taken	When	Staff Lead
1	A lack of knowledge and understanding within Red House: School Council SMT DSL/DDSL Staff	Prevent Policy and staff trained annually	All staff to complete annual Prevent Training	Ongoing	CT/SH
2.	Staff being made aware of the SPOC	Staff have information of SPOC & DSL/DDSL. Staff understand the correct procedures for communicating concerns.	SPOC/DSL/DDSL to regularly attend SLSCB forum meetings to keep abreast of changes in procedure.	Termly	CT/SLS/VS/TT/SC
3.	Pupil population lacks knowledge and understanding and is vulnerable to extremism and radicalisation	All pupils access PSHE and RSE programme. Children encouraged to make good positive choices. Pupils are encouraged to debate and challenge concepts in the curriculum.	PSHE and RSE programmes cover citizenship and FBV.	Ongoing	LR/CT/SH
4.	Policies are not communicated to staff	The policy is reviewed annually and available of School website and in the SSSLearning portal for staff. Safeguarding is an agenda item at whole school staff meetings. New staff are trained in safeguarding as part of the induction process.	Safeguarding training updates agenda item at whole school staff INSET meetings	Ongoing	CT/SH
5.	The management of the school environment ensures safety of pupils and staff	A Child Protection (Suitability of Staff) Policy is in place and all visitors are signed in and escorted. Child protection policies and procedures are available on the website and in reception.	All visitors are signed in with photographic identity requested where appropriate. Pupils to be instructed that visitors must be accompanied by a minimum of 2 pupils or a member of staff at all times.	Ongoing	CS/CT/SH
6.	The School's E-Safety and Pupil Acceptable Use of ICT Policy does not reference Prevention of Extremism and Radicalisation	The school employs filtering and firewall systems to prevent staff and pupils from accessing extremist websites and materials	Review and update E-Safety and Pupil Acceptable Use of ICT Policy annually to reflect the Prevent Policy and any updates to KCSIE. Review filtering & firewall system.	Ongoing	GB/CT/SH/SLS/ LW
7.	Pupils are able to access websites using their own devices via WiFi	Red House allows staff to access their own mobile phones. From September 2022, only pupils in Year 11 can access their mobiles in school.	Procedures reviewed annually	Ongoing	GB/CT/RA
8.	The school has no facility for prayer	A room is made available to pupils for prayer on request.	Reviewed annually	Ongoing	RA