PREVENT STRATEGY

Date of policy review:	August 2023
Date for review:	September 2024
Lead for review:	Deputy Headteacher

Contents

Preface

Guildhouse School believes that protecting students from the risk of radicalisation is part of our safeguarding duties. Due to the international nature of our school, we recognise that whilst it will be rare that our students will become involved in terrorist activity, they can or may have been exposed to terrorist and extremist influences and prejudiced views. This strategy document must be read in conjunction with the school's Safeguarding Policy and the Prevent Risk Assessment (see appendices).

Context

For young people, a key part of growing up is exploring new ideas and critically questioning the world around them, and this should be encouraged in order to help them develop their understanding of the world and learn the values of tolerance and acceptance. However, this needs to be balanced against the need to protect them from the risk of harm. Working Together to Safeguard Children (2018) and Keeping Children Safe (KCSIE 2023) identify children at risk of becoming radicalised as potentially being in need or at risk of harm; children may also be put at risk where their parents hold extremist views.

'Extremism' is where someone holds views that are intolerant of people who are of a different ethnicity, culture, religion, gender or sexual identity. The government definition also includes calls for the death of members of the armed forces, both in this country and abroad. Extremists may try to force their views on others and in some cases, may believe that these views can justify the use of violence in order to achieve certain aims. Examples of extremist causes that have used violence to achieve their ends include animal rights, the far right and Islamic fundamentalists and may involve internal terrorist and international terrorist organisations.

'Radicalisation' is the process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups. Extremists will try to attract people to their cause by persuading them that their view of the world is the correct view and encouraging them to take action to change the world to fit these extremist views.

Most individuals, even those who hold radical views, do not become involved in extremism and many young people can be exposed to extremist views without becoming radicalised. However, some children and young people may be more vulnerable to radicalisation due to personal circumstances such as:

- feelings of loss, bereavement, social isolation and confusion over identity;

- experience of discrimination, inequality or harassment leading to a sense of grievance;

- family breakdown or community tensions;

- having family members or friends who are already radicalised.

Reasons why children and young people may be attracted to the extremist narrative and may become radicalised include the following:

- they are trying to make sense of world events;

- they feel that their culture or religion is under threat;

- it makes them feel a sense of identity or belonging or being part of something;

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- they are looking for adventure or excitement; young people who exhibit risk taking behaviour may be attracted to the sense of danger;

- they have a personal grievance or experience of racism or discrimination and feel they want to change things;

- they are under pressure from their peers who have links with these groups.

Exposure to extremist ideas may be through the influence of family members or friends, direct contact with extremist groups and organisations or, increasingly, through the internet. Young people may come into contact with adults and peers with extremist views both on-line and in everyday life and the radicaliser may be a friend or relative or may be a stranger they meet on-line.

Contact on-line may be through social media such as WhatsApp, IM, Facebook, Twitter, Tik Tok, or YouTube but young people may be invited to join discussions on less well-known anonymous social media sites such as Kik, Whisper, Messenger, Yik Yak, ChatHub, Emerald. or Omegle. Extremists often use these sites because they are harder to monitor and they can hide their identity.

Extremists often manipulate and "groom" young people by using emotional triggers to engage with them, often targeting them when they are experiencing difficulties such as bereavement, emotional trauma, mental health issues or social isolation.

Individually the following signs may not show evidence of radicalisation but in combination may mean the young person is subject to radicalising or extremist influences:

- out of character changes in dress, behaviour and beliefs;

- changes in their friendship group or associating with people who hold extremist beliefs;

- losing interest in previous activities;

- changes in use of social media with increased secrecy;

- owning several mobile phones or devices;

- showing sympathy for extremist causes;

- advocating extremist messages;

- glorifying violence;

- accessing extremist literature and imagery.

However, when assessing risk it is important to bear in mind that some of the signs of radicalisation could be indicative of other issues, for example bullying, substance misuse or mental illness. It is important to be cautious in assessing these factors to avoid inappropriately labelling or stigmatising individuals because they possess a characteristic or fit a specific profile.

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School Strategy

In order to fulfil our Prevent Duty and have due regard to the need to prevent our young people from being drawn into terrorism, we will:

- Build capabilities in our staff and students by developing an awareness and understanding of radicalisation, and why people may be drawn to terrorism.

- Enable staff to identify children who may be vulnerable to radicalisation through:

  - Camden training covering Prevent and Channel[1]

  - Safeguarding Training through INSET

  - Safeguarding Updates

  - Discussions with the DSL

- Help students in building resilience to radicalisation though:

  - Our school ethos of respect for other cultures

  - PSHE/ Personal Development Programme

  - Promoting British Values

  - The curriculum

  - Providing a safe environment where our students feel they can approach any adult and discuss their concerns

- Cooperate with other agencies such as:

  - Camden Safeguarding Children Partnership

  - MET Police

  - Our parents

- Check the suitability of all external speakers that come into the school

  - A policy of due diligence is in place

  - All speakers are accompanied by staff

  - Staff are empowered to stop a speaker should their view contradict our values, protected characteristics or British values

[1] Channel is a key part of the Prevent Strategy that places a duty on local authorities to set up at a specialist Channel Panel in order to provide a mechanism for safeguarding children, young people and adults who are at risk of being drawn into terrorist activity.

Under the Channel duty, all local authorities must set up a Channel Panel in co-operation with partner agencies in order to: identify individuals at risk of being drawn into terrorism; assess the nature and extent of that risk; and develop the most appropriate support plan for the individuals concerned.

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Principles

- Create an atmosphere where young people can understand and discuss sensitive topics, including terrorism and extremist ideas, and teach them how to challenge these ideas.

- Share knowledge of fundamental British Values of democracy, the rule of law, individual liberty, mutual respect and tolerance of those with different faiths and beliefs at any opportunity.

- Share knowledge of institutions and services in England and encourages students to respect them.

- Report extremist concerns with regards to a student/staff at the school immediately to the DSL or Headteacher.

- Use the Whistleblowing Policy.

- Use the Safeguarding Policy to report incidents.

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Appendices

Appendix 1: Risk assessment – extremism and radicalisation

Location:	Guildhouse School London	Risk Assessment No:	1.		Assessor:	Ben Dolbear (DSL)
Signed:		Date of Assessment:	Sept 2023		Distribution:	All
Activity:	Prevention of Extremism and Radicalisation	Date of Review:	Aug 2023		Next Review Date:	Sept 2024

Definitions (KCSIE)

- Radicalisation: refers to the process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups.

- Extremism: is the vocal or active opposition to our fundamental values, including democracy, the rule of law, individual liberty and the mutual respect and tolerance of different faiths and beliefs. This also includes calling for the death of members of the armed forces.

- Prevent: The duty placed on specified authorities (such as schools) to have "due regard to the need to prevent people from being drawn into terrorism".

This Risk Assessment is designed to assess the risk of our students being drawn into terrorism and to highlight the measures that have been put in place to mitigate the risks. It should be read in addition to the Safeguarding Policy which contains further advice as well as contact details for referring suspected cases of radicalisation.

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Risk Area	Hazard	Individuals at risk	Risk Level Low Medium High	Control Measures	Notes/Additional Controls	Residual Risk: Low Medium High
Welfare and Safeguarding	Staff or other contracted providers (e.g., regular supply or agency staff) are not aware of the school procedure for handling concerns and or do not feel comfortable sharing issues internally.	Students	High	• Designated Safeguarding Lead to ensure that all staff complete Online 'Prevent' awareness training and salient points to all staff, Governors and other staff as part of staff induction, INSET, safeguarding updates and safeguarding bulletins. • Contracted staff are made aware of the person to whom concerns are to be reported. • Preventing students from being exposed to radicalisation or extremism is part of safeguarding policies and procedures i.e., Child Protection & E-safety. • Staff have received appropriate training and are familiar with our Child Protection Policy and Safeguarding procedures. • Concerns are reported to the DSL or the DDSLs (Deputy Designated Safeguarding Leads). • Records are held of any referrals– regular monitoring by the DSL takes place.	Part of induction, INSET, safeguarding updates and safeguarding bulletins procedures.	Low

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Risk Area	Hazard	Individuals at risk	Risk Level Low Medium High	Control Measures	Notes/Additional Controls	Residual Risk: Low Medium High
Welfare and Safeguarding (continued)	Students are radicalised by factors internal or external to the school.	Students	Medium	• We have a range of activities to promote the spiritual, moral, social and emotional needs of students aimed at protecting them from radical and extremist influences in Personal Tutor time. • Staff deliver training to help students develop critical thinking around influence, social media and other on-line safety in Personal Tutor time or in lessons. • Staff and other adults working with students are challenged if opinions or language expressed are contrary to community cohesion, 'British values' or the Equality Act. • Staff are aware of local factor i.e., political views etc. which might have an influence on students. • The visiting speakers are vetted which ensures that due diligence is undertaken for all visiting speakers invited into the school by staff or students.	Part of induction, INSET, safeguarding updates and safeguarding bulletins procedures.	Low
Welfare and Safeguarding (continued)	School does not work with statutory partners and agencies and/or does not feel comfortable sharing extremism related concerns externally	Students	High	• We communicate regularly with statutory partners and agencies regarding a range of concerns. • All staff are aware that concerns are reported to the DSL. • We have an appropriate internal referral process in place for all child protection matters including extremism and the DSL is aware of how to expedite concerns to other agencies.	Part of induction, INSET, safeguarding updates and safeguarding bulletins procedures.	Low

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Risk Area	Hazard	Individuals at risk	Risk Level Low Medium High	Control Measures	Notes/Additional Controls	Residual Risk: Low Medium High
Curriculum and Learning	Students are exposed by school staff or people outside the school with messages supportive of extremism, terrorism or which contradicts 'British values'	Students	Medium	- We have appropriate whistleblowing procedures and a range of safeguarding policies which are known and understood by staff, volunteers. - Staff and other adults working with students are challenged if opinions or language expressed are contrary to community cohesion or 'British values'. - Opportunities to promote 'British values' are identified within all curriculum areas. - Areas of the curriculum e.g. PSHE are used for controlled and safe debate and discussion on radical or extreme issues and ideologies. - We have appropriate filters in place which reduce the risk of students being able to access inappropriate information via the school IT system.	Part of induction, INSET, safeguarding updates and safeguarding bulletins procedures.	Low
Curriculum and Learning (continued)	Student come with views from their own country/homes which are seen in the UK as extremist.	Students and staff	High	- Being an international school, staff are made aware of this and are particularly sensitive to cultural, political and national difference. - We have appropriate whistleblowing procedures and a range of safeguarding policies which are known and understood by staff, volunteers and regular contracted staff. - Staff challenge students if opinions or language expressed are contrary to community cohesion or 'British values'. - Areas of the curriculum e.g., PSHE are used for controlled and safe debate and discussion on radical or extreme issues and ideologies. - If an issue is raised by a member of staff, training for students in particular Programme of Studies or whole school are arranged.	Part of induction for staff and students, assemblies, the student handbook, staff INSET, safeguarding updates and safeguarding bulletins procedures.	Low

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Risk Area	Hazard	Individuals at risk	Risk Level Low Medium High	Control Measures	Notes/Additional Controls	Residual Risk: Low Medium High
Curriculum and Learning (continued)	Students whose home countries may face diplomatic tension get into an argument or insult each other	Students and staff	High	• Being an international school, staff are made aware of this and are particularly sensitive to cultural, political and national difference. • We have appropriate whistleblowing procedures and a range of safeguarding policies which are known and understood by staff, volunteers and regular contracted staff. • Staff are trained for child-on-child abuse, what to do and how to report it. • Students know that the school's ethos of acceptance and respect for other cultures is paramount. • During the admissions process, agents and admissions staff make it clear to students that they are joining an international community with over 60 nationalities. • Staff challenge students if opinions or language expressed are contrary to community cohesion or 'British values'. • Areas of the curriculum e.g. PSHE are used for controlled and safe debate and discussion on radical or extreme issues and ideologies. • If an issue is raised by a member of staff, training for students in particular Programme of Studies or whole-school are arranged.	Part of induction for staff and students, assemblies, the student handbook, staff INSET, safeguarding updates and safeguarding bulletins procedures.	Low

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Risk Area	Hazard	Individuals at risk	Risk Level Low Medium High	Control Measures	Notes/Additional Controls	Residual Risk: Low Medium High
Curriculum and Learning (continued)	Behaviours which harm the ability of different groups and individuals to learn and work together are left unchallenged.	Students and staff	High	• Students are taught about respect for other cultures and gain an understanding of community cohesion. • Opportunities are created both within the environment and the curriculum to promote the setting's ethos and values. • Displays and other literature available in school reflects and encourages diversity and community cohesion. • Whole School Behaviour Policy includes information on anti-bullying strategies and preventative measures for dealing with bullying. • Inappropriate behaviour, language and attitudes are challenged by staff and, where staff or other adults are involved, by senior leaders.	Assemblies, student handbook, personal tutor time, lessons	Low
Organisational Culture	Staff or contracted providers are not aware of/do not subscribe to the ethos and values of the school.	Students and staff	High	• Senior Leadership Team are aware of the 'Prevent' Strategy and its objectives as it relates to both the national and local context and take steps to ensure that the overall values and ethos of the school reflect strategies to support the 'Prevent' duty. • Clear awareness of roles and responsibilities regarding 'Prevent' exist across the school. • Recruitment, selection and induction programmes exist which include reference to the ethos and values of the school. • Staff development programmes include reference to 'British values' and to the promotion of community cohesion. • Guidance and literature is available for staff on the 'Prevent duty' and local aspects of extremism and radicalization.	Part of induction, INSET, safeguarding updates and safeguarding bulletins procedures.	Low

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Risk Area	Hazard	Individuals at risk	Risk Level Low Medium High	Control Measures	Notes/Additional Controls	Residual Risk: Low Medium High
Organisational Culture (Continued)	Staff are unable to raise extremism related organisational concerns due to the lack of an appropriate whistleblowing policy	Students and staff	High	• Appropriate whistleblowing procedures are in place and adults working with students are made aware of them. • Records are kept of incidents which are reported to the DSL for consideration and, where appropriate, are referred on to the appropriate agency.	Part of induction, INSET, safeguarding updates and safeguarding bulletins/ procedures.	Low
Visiting speakers	Exposure by visiting speakers to messages supportive of extreme ideologies or which contradict 'British values'	Students and staff	Medium	• All visiting speakers are vetted and due diligence is carried out before inviting a speaker into school. • Any student inviting a speakers would have to agree to the vetting process and due diligence being carried out on the invited speaker. • Where applicable and necessary, materials to be delivered by external speakers are discussed with the speaker prior to delivery. • Visiting speakers are not left alone with students.	Part of induction, INSET, safeguarding updates and safeguarding bulletins/ procedures	Low

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Risk Area	Hazard	Individuals at risk	Risk Level Low Medium High	Control Measures	Notes/Additional Controls	Residual Risk: Low Medium High
Visiting speakers (ctn'd)	Extremist or terrorist related material is displayed within the setting.	All premises users	Medium	• The appropriateness and relevance of all materials or literature are considered prior to display. • Staff concerns are discussed with the DSL before materials are used. • Requests for externally provided materials to be displayed are considered and, where appropriate, authorised by the Headteacher.	safeguarding updates and safeguarding bulletins/ procedures	Low
Visiting speakers (ctn'd)	School premises are used to host events supportive of extremism or which popularise hatred or intolerance of those with particular protected characteristics.	All premises users	Low	• We often will host staff training and development events at the school but all speakers' training sessions are discussed in advance with the relevant member of staff and are vetted. • We do not host events with private individuals.		Low

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Risk Area	Hazard	Individuals at risk	Risk Level Low Medium High	Control Measures	Notes/Additional Controls	Residual Risk: Low Medium High
IT and on-line study	Students access extremist or terrorist material whilst using school networks.	Students	High	• The ICT network has appropriate filters which block sites which are deemed to be inappropriate. • School has robust acceptable use procedures for both students and staff which include advice on inappropriate attempts to subvert the network. • Students are encouraged to report to an adult any material which leaves them feeling worried or uncomfortable.	Part of induction for staff and students, assemblies, the student handbook, staff INSET, safeguarding updates and safeguarding bulletins/ procedures.	Low
IT and on-line study (Ctn'd)	On-line/social media communications relating to extremist or terrorist materials feature the school's branding.	All	High	• We have oversight of, or administration rights for, all social media accounts set up by us.		Low

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Risk Area	Hazard	Individuals at risk	Risk Level Low Medium High	Control Measures	Notes/Additional Controls	Residual Risk: Low Medium High
IT and on-line study (Ctn'd)	Students access extremist or terrorist materials out of the school setting.	Students	High	• Staff are provided with advice on where they can access information and support in relation to on-line extremism and radicalisation and how to help keep their children safe on-line. • Information sharing sessions are provided to students and staff on staying safe on-line. • Culture of students reporting concerns to a trusted adult.	Part of induction for staff and students, assemblies, the student handbook, staff INSET, safeguarding updates safeguarding bulletins/ procedures.	Low
Additional Notes and further action required:						

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