



Interaction & Communication

— Academy Trust —

Prevent Policy

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General Policy Statement

At the Interaction and Communication Academy Trust (ICAT) and its Academies, we intend to provide a safe, secure, caring environment where everyone is valued and respected equally. We aim to provide an inclusive education where children develop independent learning skills and are taught according to need whatever their age, gender, background, beliefs or abilities.

National legislation re disabilities, race relations and special education needs underpin this policy, which has also taken into consideration national, local and school policies on Special Educational Needs, Gifted and Talented, Equal Opportunities and Health and Safety.

Ethos

At the ICAT we ensure that through our vision, values, relationships and teaching we promote tolerance and respect for all cultures faiths and lifestyles. The Directors and Local Governors also ensure that this ethos is reflected and implemented effectively through academy policy and practice and that there is an effective suite of safeguarding policies in place to safeguard and promote pupils' welfare.

We have a duty to prepare our pupils for life in modern Britain and to keep them safe.

The needs of our students requires staff to work alongside and build close relationships with them as individuals. Working in this way allows staff to identify changes in behaviour or other indicators that may be a cause for concern.

This policy sets out the four key areas within which the Department for Education (DfE) has defined Prevent, and the ways in which ICAT Academy students learn and develop understanding of these areas, both through the curriculum, extracurricular and other opportunities.

Background

What is prevent?

Protecting children from the risk of radicalisation should be seen as part of academies 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. Academies can also build pupils' resilience to radicalisation by promoting fundamental British values and enabling them to challenge extremists' views.

In order for academies 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.

Extremism is defined in the 2011 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. Also included in the

definition of extremism are calls for the death of members of our armed forces, whether in this country or overseas.

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

It is important to emphasize that the Prevent duty is not intended to stop pupils debating controversial issues. On the contrary, we will 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.

Statutory Duties

The duty to prevent children and young people being radicalized is set out in the following documents

- Counter Terrorism and Security Act 2015
- Keeping Children Safe in Education 2018
- Prevent Duty Guidance 2015
- Working Together to Safeguard Children 2015

Non Statutory advice

The Trust and its academies recognises the importance of the Prevent duty (Government advice published in March 2015 and revised in July 2015); that of having “**due regard to the need to prevent people from being drawn into terrorism**”. The following information from the Department for Education gives advice on protecting children from the risk of radicalisation and how to access support. If there is concern of risk, then reports should be made using the Academies Safeguarding processes.

The statutory guidance on the Prevent duty summarises the requirements on academies and childcare providers in terms of four general themes:

- **risk assessment**
- **working in partnership**
- **staff training**
- **ICT policies**

Risk Assessment

Academies/schools and childcare providers 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 and a specific understanding of how to identify individual children who may be at risk of radicalisation and what to do to support them.

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 should be 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 should use their professional judgement in identifying children who might be at risk of radicalisation and act proportionately.

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. Safeguarding arrangements should already take into account the policies and procedures of the LSCB. Local authorities are vital to all aspects of Prevent work.

Other partners, in particular the police and also civil society organisations, may be able to provide advice and support to academies/schools on implementing the duty.

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

The statutory guidance refers to the importance of Prevent awareness training to equip staff to identify children at risk of being drawn into terrorism and to challenge extremist ideas. The Home Office has developed a core training product for this purpose – Workshop to Raise Awareness of Prevent (WRAP). There are a number of professionals – particularly in safeguarding roles - working within Local Authorities, the Police, Health and Higher and Further Education who are accredited WRAP trained facilitators from whom advice and support can be sought.

ICT Policies

Academies and schools need to ensure that children are safe from terrorist and extremist material when accessing the internet. ICAT Academies have education level, internet filtering in place to ensure students are protected online from extremism. More generally, academies/schools have an important role to play in equipping children and young people to stay safe online, both in school and outside. Internet safety will usually be integral to an academies ICT curriculum and

can also be embedded in PSHE. General advice and resources for schools on internet safety are available on the **UK Safer Internet Centre website**.

As with other online risks of harm, every teacher needs to be aware of the risks posed by the online activity of extremist and terrorist groups.

Related Policies

- Safeguarding Policy
- Online learning and Internet use Policy
- British Values Policy
- Safer Recruitment Policy
- Positive Care and Control Policy
- Equality Opportunities Policy
- Positive Behaviour Policy
- Bullying Policy
- PHSE Policy
- Visitors Policy
- Whistleblowing Policy

Roles and Responsibilities

Role of the Local Governors

It is the role of the Local Governors to ensure that the academy meet their statutory duties with regard to preventing radicalisation.

All ICAT Academies have a nominated Safeguarding Local Governor who will liaise with the Principal and other staff about issues connected to protecting pupils from radicalisation.

Role of the Principal

It is the role of the Principal to

- ensure that the academy and its staff respond to preventing radicalisation on a day to day basis

- ensure that the academy's curriculum addresses the issues involved in radicalisation
- ensure that staff conduct is consistent with preventing radicalisation

Role of the Designated Safeguarding Lead

It is the role of the Designated Safeguarding Lead to

- ensure that the staff understands the issues of radicalisation, that they are able to recognise the signs of vulnerability or radicalisation and know how to refer their concerns
- receive safeguarding concerns about pupils who may be vulnerable to the risks of radicalisation or are showing signs of radicalisation
- make referrals to appropriate agencies with regard to concerns
- liaise with partners, including the local authority and the police

Role of the staff

It is the role of the staff to understand the issues of radicalisation, that they are able to recognise the signs of vulnerability or radicalisation and know how to refer their concerns.

Staff will use their professional judgement in identifying children who might be at risk of radicalisation and act proportionately. Staff should follow the academies Safeguarding procedures.

For pupils at risk who have the appropriate cognitive ability, a referral can be made to the [Channel](#) programme.

Signs of vulnerability

There are no known definitive indicators that a young person is vulnerable to radicalisation. The nature of our students requires staff to work alongside and build close relationships with them as individuals and with their families. Working in this way allows staff to identify changes in behaviour or other indicators that may be a cause for concern.

Visitors to an ICAT Academy

Visitors to the academy are made aware of the safeguarding and child protection policies on arrival, including the use of mobile phones within the building and are given information about what to do if they are concerned about any aspect of child welfare.



We undertake due diligence to ensure that visitors speaking to our students are supervised at all times and will not be allowed to speak to pupils without a member of staff being present.

What to do if you have a concern

Staff should follow the ICAT Academies Safeguarding procedures. See the Designated Safeguarding lead.