
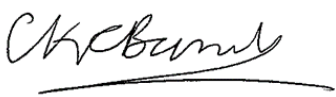
	ST ALBANS GIRLS' SCHOOL
Prevent Duty	
GB sub-committee: Personnel & Student Wellbeing Committee	
Co-ordinator: Miss T Lambert	
Last Reviewed: Autumn 2023	Next Review: Autumn 2024
	
Signed by: Margaret Chapman <i>Head Teacher</i>	Signed by: Claire Barnard <i>Chair of Governors</i>

1. RATIONALE	
1.1	<p>St Albans Girls' School is committed to providing a secure environment for students, where children feel safe and are kept safe. All adults at the school recognise that safeguarding is everyone's responsibility irrespective of the role they undertake or whether their role has direct contact or responsibility for children or not.</p> <p>Our school's Prevent Duty draws upon the guidance contained in the DfE Guidance "Keeping Children Safe in Education, 2023"; and specifically, DCSF Resources "Learning Together to be Safe", "Prevent: Resources Guide", "Tackling Extremism in the UK", and DfE's "Teaching Approaches that help Build Resilience to Extremism among Young People".</p> <p>The policy is based on The Prevent Duty from the Home Office, issued under Section 29 of the CTSA 2015 which comes into force on 31 December 2023. It aims to Protect, Prepare, Pursue and Prevent acts of terrorism. It recognises that schools are well placed to focus on preventing the other four aspects. The overall aim of the counter-terrorism strategy is to reduce the risk of terrorism to the UK, so that people can go about their lives freely and with confidence. CONTEST strategy is used to reduce the risk of terrorism to the UK (CONTEST Strategy), this works alongside the Prevent Duty which makes up 4 'P' work strands:</p> <ul style="list-style-type: none"> ● Prevent: to stop people becoming terrorists or supporting terrorism ● Pursue: to stop terrorist attacks ● Protect: to strengthen our protection against a terrorist attack ● Prepare: to mitigate the impact of a terrorist attack <p>Prevent deals with all kinds of terrorist threats to the UK. Prevent's first objective is to tackle the ideological causes of terrorism. The ideological causes of component of terrorism is what sets it apart from other acts of serious violence.</p>

	<p>The following terminology may be used:</p> <p>Ideology: A set of beliefs. A person may argue in favour of or be a supporter of a particular ideology</p> <p>Extremism: Vocal or active opposition to fundamental British values</p> <p>Terrorism: An action that endangers life or harm to people designed to influence the government, intimidate the public</p> <p>Radicaliser/ Groomer: An individual who encourages others to develop or adopt beliefs and views supportive of terrorism or forms of extremism leading to terrorism</p> <p>Safeguarding: Process of protecting vulnerable people whether it is from crime or abuse</p> <p>Radicalisation: is the grooming process of a person legitimising support for, or use of, terrorist violence</p> <p>The Prevent Duty is concerned with all forms of terrorism and extremism. It also includes some forms of violent and non-violent extremism.</p> <ul style="list-style-type: none"> • Far right and extreme far right-wing groups • Religious extremist groups • Environmental and animal rights extremism • Unclear Ideology (Town Centre Massacre) • Anti LGBT grievances <p>The school has undertaken a Prevent risk assessment as recommended by the Department of Education and Hertfordshire Prevent Strategy- please see Appendix A</p>
2. AIMS	
2.1	<p>The aim of Prevent is to stop people from becoming terrorists or supporting terrorism. Specified authorities such as education are used to help prevent the risk of people becoming terrorists or supporting terrorism. It sits alongside safeguarding duties to protect people from a range of harms. The prevent duty helps to ensure that people who are susceptible to radicalisation are supported as they would be under safeguarding processes.</p> <p>We as a school will fulfil the Prevent duty in Section 26 of the Counter-Terrorism and Security Act 2015 (CTSA 2015), by ensuring that we prevent risks of children becoming terrorists or supporting terrorism. We will directly do this by ensuring that staff are alert to how to identify and intervene.</p> <p>There is no place for extremist views of any kind in our school, whether from internal sources - students, colleagues or governors – or external sources – school community, external agencies or individuals. Our students see our school as a safe place where they can explore controversial issues safely and where our teachers encourage and facilitate this – we have a duty to ensure this happens. We recognise that if we fail to challenge extremist views we are failing to protect our students.</p> <p>Extremists of all persuasions aim to develop destructive relationships between different communities by promoting division, fear and mistrust of others based on ignorance or prejudice and thereby limiting the life chances of young people. Education is a powerful</p>

	<p>weapon against this; equipping young people with the knowledge, skills and critical thinking, to challenge and debate in an informed way.</p> <p>St Albans Girls' School will therefore aim to provide a broad and balanced curriculum, delivered by skilled professionals, so that our students are enriched in diversity, We will ensure that our young people know how to become valued members of the British community and embrace British values at every stage of their learning journeys and beyond. We are very aware that young people can be exposed to extremist influences or prejudiced views from an early age which emanate from a variety of sources and media, including via the internet, and at times students may themselves reflect or display views that may be discriminatory, prejudiced or extremist, including using derogatory language. We aim to build students' resilience to radicalisation and enable them to challenge extremist views.</p> <p>Any prejudice, discrimination or extremist views, including derogatory language, displayed by students or colleagues will always be challenged and where appropriate dealt with in line with our Behaviour Policy for students and the Safer Working Practices Policy for colleagues. Where misconduct by a teacher is proven the matter will be referred for consideration as to whether a Prohibition Order is warranted.</p>
2.2	<p>As part of wider safeguarding responsibilities school colleagues will be alert to:</p> <ul style="list-style-type: none"> • Disclosures by students of their exposure to the extremist actions, views or materials of others outside of school, such as in their homes or community groups, especially where students have not actively sought these out • Intolerance of difference, whether secular or religious or, in line with our equalities policy, views based on, but not exclusive to, gender, gender identity, sexuality, disability, homophobia, race, colour or culture • Students accessing extremist material online, including through social networking sites • Parental reports of changes in behaviour, friendship or actions and requests for assistance • Partner schools, local authority services, and police reports of issues affecting students in other schools or settings • Graffiti symbols, writing or art work promoting extremist messages or images • Students voicing opinions drawn from extremist ideologies and narratives • Use of extremist or 'hate' terms to exclude others or incite violence • Attempts to impose extremist views or practices on others • Anti-Western or Anti-British views • All concerns should be reported immediately to our Designated Safeguarding Person or Head Teacher. Our school will closely follow any locally agreed procedure as set out by the Police and/or Safeguarding Children Board's agreed processes and criteria for safeguarding individuals vulnerable to extremism and radicalisation. This means liaising with the PREVENT Team and making a Channel referral if necessary. The Channel team will assess the referral and provide intervention to help a young person if necessary. • A person's susceptibility to radicalisation may be linked to their vulnerability. A person can be vulnerable if they need special care, support or protection because of age, disability, risk of abuse or neglect. A person's vulnerabilities may be relevant to their susceptibility to radicalisation and to the early intervention approach that is required to divert them away from radicalisation. • There are many factors which can, either alone or combined, lead someone to subscribe to terrorist or terrorismsupporting ideology. These factors often include exposure to radicalising influences, real and perceived grievances – often created

	or exacerbated through grievance narratives espoused by extremists – and a person’s own susceptibility.
3. PROCEDURES	
3.1	<p>Training</p> <p>All staff will have dedicated prevent duty training that is completed annually in addition to this staff will be equipped with knowledge on how to prevent learners from being radicalised into terrorism and what makes a student susceptible or vulnerable to radicalisation.</p> <p>At least every three years, whole school training on Safeguarding and Child Protection will be organised for all staff and governors and will comply with the arrangements agreed by the Local Authority and the Safeguarding Children Board and will, in part, include training on The PREVENT Duty on extremism and radicalisation, and the safeguarding implications associated with this.</p> <p>The Designated Senior Lead will attend training courses as necessary and the appropriate inter-agency training organised by the Safeguarding Children Board at least every two years, again this will include training on The PREVENT Duty - extremism and radicalisation and its safeguarding implications</p>
3.2	<p>Teaching</p> <p>We will all strive to eradicate the myths and assumptions that can lead to some young people becoming alienated and disempowered, especially where the narrow approaches children may experience elsewhere may make it harder for them to challenge or question these radical influences. In our school this will be achieved by teaching, primarily via PSHE; but also by adopting the methods outlined in the Government’s guidance Prevent Duty Guidance: for England and Wales September 2023 ‘, made available to colleagues via our Shared Area, and highlighted at the beginning of every academic year on our first CPD day.</p> <p>We will ensure that all of our teaching approaches help our students build resilience to extremism and give students a positive sense of identity through the development of critical and higher order thinking skills. We will ensure that all of our colleagues are equipped to recognise extremism and are skilled and confident enough to challenge it. We will be flexible enough to adapt and update our teaching approaches, as appropriate, so as to address specific issues in order to become even more educated about the current issues surrounding extremism and radicalisation.</p> <p>As outlined in the prevent duty guidance from the government the internet has become the preferred avenue for those searching for terrorist propaganda or contacts. The internet continues to make it simpler for individuals and groups to promote and to consume radicalising content. Government analysis of the Terrorism Act (TACT) offenders and TACT-related offenders’ radicalisation pathways in England and Wales found that online radicalisation had become the predominant pathway for an increasing proportion of TACT offenders.</p> <p>As part of our school safeguarding policy we have robust online filtering and monitoring systems (RMSafety Net and Smoothwall) that track all material that could put a child at risk. Radicalisation is one of the areas that is tracked due to the above guidance to ensure we protect students from any unwanted material.</p> <p>This approach will therefore be embedded within the ethos of our school so that students know and understand what safe and acceptable behaviour is in the context of extremism</p>

	<p>and radicalisation. This will work in conjunction with our school's approach to the spiritual, moral, social and cultural development of students as defined in Ofsted's School Inspection Handbook and will include the sound use of assemblies to help further promote this rounded development of our students.</p> <p>Our goal is to build mutual respect and understanding and to promote the use of dialogue not violence as a form of conflict resolution. We will achieve this by using a curriculum that includes:</p> <ul style="list-style-type: none"> ● PSHE and REP curriculum ● SMSC programme (e.g. assemblies, pastoral curriculum) ● Open discussion and debate (e.g. STAGS Talks) ● Work on anti-violence and a restorative approach addressed throughout curriculum ● Focused educational programmes and external providers <p>We will also work with local partners, families, communities and religious groups in our efforts to ensure our school understands and embraces our local context and values in challenging extremist views and to assist in the broadening of our students' experiences and horizons. We will help support students who may be vulnerable to such influences as part of our wider safeguarding responsibilities and where we believe a pupil is being directly affected by extremist materials or influences we will ensure that that pupil is offered mentoring. Additionally, in such instances our school will seek external support from local and/or national partnership structures working to prevent extremism.</p> <p>The school will promote the fundamental British values of:</p> <ul style="list-style-type: none"> ● democracy ● the rule of law ● individual liberty ● mutual respect ● tolerance for those with different faiths and beliefs <p>We will teach and encourage students to respect one another and to respect and tolerate differences, especially those of a different faith or no faith, explicitly in PSHCE and implicitly in other curriculum areas. It is our responsibility at St Albans Girls' School to keep our students safe and prepare them for life in modern multi-cultural Britain and globally.</p>
3.3	<p>Spotting the Signs</p> <p>Schools are in a position to identify and support someone who may be vulnerable or susceptible to becoming radicalised and therefore involved in extremism or terrorism.</p> <p>A student may be vulnerable or susceptible to radicalisation due to:</p> <ul style="list-style-type: none"> ● Social isolation ● Age ● Feeling under threat ● Addiction ● Economic disadvantage ● Mental health ● Naivety ● Special educational needs ● Poor education ● Unemployment ● Transitional time ● Challenging home life: risk or abuse or neglect

	<ul style="list-style-type: none"> ● Peer pressure ● Social media <p>Signs that a person may be being radicalised:</p> <ul style="list-style-type: none"> ● Change of appearance ● Depressed/ withdrawn/ isolated ● Feeling threatened ● Desire for political or social change ● Need for identity/ belonging ● Possessing literature of social network movements or material of concern belonging to extremist groups ● Use of signs or symbols from extremist groups ● Mental health issues ● Desire for status ● Desire for excitement ● Feeling of injustice <p>Someone who is being or has been radicalised may display some or all of the signs, equally they may not display any signs.</p>
3.4	<p>Responding to the Threat</p> <p>Following guidance from the Prevent Duty a risk based approach will always be followed using professional judgement and curiosity.</p> <p>The cause of a threat will be guided by the Prevent duty and therefore a threat will be considered as one that has presence or possible presence of any terrorist, or terrorism linked ideology. The school will use the guidance from the Prevent duty and follow the steps outlined in the document as follows.</p> <p>The DSL will decide before making a referral to Prevent through the Prevent national referral form. By taking the following into account as advised by the duty.</p> <ul style="list-style-type: none"> ● Is the student on a pathway that could lead to terrorism ● Observed changes in behaviour that have signalled a prevent concern ● Harm posed to the student and potential wider societal harm ● The precise ideological driver may not be clear but there is a concern that a student is susceptible or vulnerable to becoming involved in terrorism or supporting it <p>Once the threat is posed a referral will be made to the police, who will then assess whether the person is suitable to be considered by Channel panel for support. The school will take advice from the police in individual cases on next steps.</p> <p>If a case goes to the Channel panel then the school will work in the multi-agency assessment team to ensure tailored support for the student to reduce their susceptibility to being radicalised into terrorism.</p>
4. MONITORING	
4.1	<p>Curriculum</p> <p>Explicit teaching of the topics necessary will be ensured through the monitoring of PSHE Implicit teaching will be monitored through our SMSC audit during every lesson observation (SMSC is a requirement on our lesson observation record form); during work scans and during some student/learner voice opportunities. Opportunities for students to</p>

	demonstrate their tolerance will be available frequently, such as during assemblies, house events, pastoral curriculum, STAGS Talks.
4.2	<p>Curriculum Enrichment Via Speakers and External Agencies</p> <p>Central to the ethos of our school and underpinning our curriculum is the aim to encourage students to understand opposing views and ideologies, appropriate to their age, understanding and abilities, and to be able to actively engage with them in informed debate. We may use external agencies or speakers to facilitate and support this enrichment. Therefore, by delivering a broad and balanced curriculum, enhanced by the use of external sources where appropriate, we will strive to ensure our students recognise risk and build resilience to manage any such risk themselves where appropriate to their age and ability but also to help pupils develop the critical thinking skills needed to engage in informed debate.</p> <p>We shall thoroughly vet those external agencies, individuals or speakers who we engage, in order to ensure that we do not unwittingly use agencies that contradict each other with their messages or that are inconsistent with, or are in complete opposition to, our values and ethos. This vetting includes DBS checks. We will assess the suitability and effectiveness of input from external agencies or individuals to ensure that messages communicated to students are consistent with the ethos of the school and do not marginalised any communities, groups or individuals; do not seek to glorify criminal activity or violent extremism or seek to radicalise students through extreme or narrow views of faith, religion or culture or other ideologies. Any activities undertaken must be properly embedded in the curriculum and clearly mapped to schemes of learning to avoid contradictory messages or duplication.</p>
4.3	<p>Safer Recruitment</p> <p>By adhering to safer recruitment best practice techniques and by ensuring that there is an ongoing culture of vigilance within our school and staff team we will minimise the opportunities for extremist views to be voiced. The arrangements for recruiting all staff, teaching and support, permanent and volunteers, to our school will follow government guidance on safer recruitment best practice in education settings, including, but not limited to, ensuring that DBS checks are always made at the appropriate level, that references are always received and checked and that we complete and maintain a Single Central Record of such vetting checks. We will apply safer recruitment best practice principles and employment practice and in doing so will deny opportunities for inappropriate recruitment or advancement. We will be alert to the possibility that persons may seek to gain positions within our school so as to unduly influence our schools character and ethos. We are aware that such persons seek to limit the opportunities for our students, thereby rendering them vulnerable to extremist views and radicalisation as a consequence, and the monitoring of colleagues through our line management structure is sufficiently robust in order to expect prevention of such occurrences.</p>
4.4	<p>The Governing Body</p> <p>The Governing Body of St Albans Girls' School will undertake appropriate training to ensure that they are clear about their role and the parameters of their responsibilities as Governors, including their statutory safeguarding duties. The Governing Body will support the ethos and values of our school and will support the school in tackling extremism and radicalisation. In line with the DfE guidance 'Keeping Children Safe in Education, 2023' the governing body will monitor the school's senior leadership team on the delivery of this policy and its effectiveness. Governors will review this policy regularly (see cover sheet for date of next review).</p>

4.5	Whistleblowing Any concerns regarding extremism or radicalisation must be reported immediately. Staff and students will be encouraged to make use of our internal systems to whistle blow or raise any issue in confidence via line management or to any member of staff
4.6	Safeguarding Colleagues will be alert to the fact that whilst Extremism and Radicalisation is a safeguarding issue there may be some instances where a child or children may be at direct risk of harm or neglect. For example; this could be due to a child displaying risky behaviours in terms of the activities they are involved in or the groups they are associated with or staff may be aware of information about a child's family that may equally place a child at risk of harm. Therefore, all adults working in the school (including visiting staff, volunteers, contractors, and students on placement) are required to report instances (or concerns) in line with the schools' 'tell a person' safeguarding policy where they believe a child may be at risk of harm or neglect to the Designated Safeguarding Lead or Head Teacher.
4.7	St Albans Girls' School monitors and reviews its policies and procedures on a regular basis to ensure that there is compliance.