



# WESTONBIRT — SCHOOL —

## PREVENT DUTY POLICY

*This policy applies to the entire setting, including EYFS.*

<b>Date of Policy</b>	<b>1<sup>st</sup> September 2023</b>
<b>Member of staff responsible</b>	<b>Mrs Nicola Gill</b>
<b>Role</b>	<b>Assistant Head - DSL</b>
<b>Last Review</b>	<b>Significant changes</b>
<b>01/09/23</b>	<b>Addition of School specific details beyond Wishford Policy</b>

## PREVENT DUTY POLICY

Role	Person	Responsibilities
Prevent Lead(s)	Nicola Gill	To lead Prevent and ensure implementation of policy
Prevent Governance	Paul Easterbrook	To oversee Prevent across the Wishford group.
Prevent Curriculum Lead (generally Director of Studies)	Simon Balderson	To ensure the curriculum pays credence to Prevent and all its implications
PSHEE co-ordinator	Andrea Westhead	To ensure policy covers all aspects of Prevent
School Business Manager	Jo Scott	Responsible for checking premises lettings in regards to the Prevent Duties.
Visits coordinator.	Nicola Gill	Responsible for checking all visitors to the school and any external venues used.

### 1. Introduction

Wishford Schools recognises its duty under section 26 of the Counter-Terrorism and Security Act 2015 to have 'due regard to the need to prevent people being drawn into terrorism'. This is known as the 'Prevent Duty'.

This policy has therefore been developed in accordance with the principles established by the Counter-Terrorism and Security Act July (2015) and also the Children Acts 1989 and 2004; the Education Act 2002, and in line with government publications:

- Prevent Duty Guidance: for England and Wales (March 2015),
- The Prevent Duty: Departmental Advice for schools and childminders (June 2015),
- The Use of Social Media for on-line radicalisation (July 2015),
- Working Together to Safeguard Children (March 2015),
- Revised Safeguarding Statutory Guidance 2
- Framework for the Assessment of Children in Need and their Families (2000) and
- What to do if you are worried a Child is being Abused (2003).

The guidance also reflects: "Keeping Children Safe in Education" (September 2016) and our responsibilities with regard to the Prevent Strategy.

This policy should be read in conjunction with the School's Safeguarding (Child Protection) Policy and Prevent Duty should be seen as part of our existing safeguarding framework.

Wishford Schools accepts the Department for Education's definition of extremism 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. Terrorist groups very often draw on extremist ideas developed by extremist organisations'.

The purpose of our Prevent Duty Policy is, therefore, to combat the radicalisation of potentially vulnerable youths by protecting them from extremist views, and combating those views should they arise within the remit of the Wishford Schools.

Furthermore the Group will strive to offer support to those staff or pupils who have been exposed to such material.

Fulfilling this duty involves the undertaking of efforts to identify potentially radicalising factors and material (including access to it, i.e. the internet, and specific sites) and potentially vulnerable youths, as well as the management of these risks through: existing safeguarding measures, the teaching of British values, and the providing of a system of support and guidance.

The Wishford Schools wishes to emphasise that the Prevent Duty Policy is not intended to stop pupils debating controversial issues. It simply wishes to provide a safe environment within which they can do so, while also making them aware of the risks associated with terrorism, thereby providing them with the knowledge and skills to be able to challenge and reject extreme arguments

In the Early Years Department 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.

## **2. Aims:**

- To ensure all staff understand the risks of radicalisation within our School and how this risk may change from time to time.
- To ensure staff are aware of the Prevent Strategy and are able to protect children and young people who are vulnerable or may be at risk of being radicalised.
- Educate pupils on the appropriate use of social media and the dangers of downloading and sharing inappropriate material including that which is illegal under the Counter Terrorism Act.
- Ensure that pupils are unable to access any inappropriate internet sites whilst using the school computers / laptops through the use of appropriate filtering, firewalls and security settings.
- Educate pupils through lessons and assemblies on the concepts of radicalisation and extreme ideology.
- Inform pupils on the importance of Internet Safety both through the ICT curriculum and PHSE education.
- Ensure staff are trained to be vigilant in spotting signs of extremist views and behaviours and that they always report anything to the DSL which may suggest a pupil, another staff member or a visitor is expressing opinions which may cause concern.
- Ensure staff understand the importance of monitoring pupil absences and promptly address concerns about irregular absence with parents and / or carers.

Whilst following the Prevent Strategy the School also maintains its mission for diversity to be a core part of all that it does. The School places a strong emphasis on the common values that all communities share such as self-respect, understanding, tolerance and the sanctity of life. Pupils are taught to respect and value diversity as well as understanding how to make safe, well-considered decisions.

### **Classroom practices include:**

- developing questioning techniques to open up safe debate;
- building confidence to promote honesty about a plurality of views;
- ensuring freedom of expression and freedom from threat;
- debating fundamental moral and human rights principles;
- promoting open respectful dialogue;
- affirming multiple identities. Personal, Social, Health and Citizenship lessons are 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.
- promoting knowledge, skills and understanding to build the resilience of learners;
- exploring controversial issues.
- recognising local needs.
- challenging extremist narratives.
- promoting universal rights;
- promoting critical analysis.
- promoting pro-social values
- The school promotes Schemes of Work that provide opportunities for pupils to engage in issues that raise awareness.

## **3. Staff Training**

In order for schools and childcare providers to fulfil the Prevent Duty it is essential that staff receive adequate training so that they are able to identify children who may be vulnerable to radicalisation, and know what to do when they are identified.

The Designated Safeguarding Leads (DSLs) must undertake Prevent awareness training. The suggested course is the 'Workshop to Raise Awareness of Prevent (WRAP).

As a minimum all Staff should read the online general awareness training module provided by 'Channel', an early stage support system for those pupils identified as being potentially vulnerable to radicalisation.

If a member of staff has a concern about a particular pupil they should follow the school's normal safeguarding procedures (as laid out in the School's Safeguarding & Child Protection Policy), including

discussing with the school's designated safeguarding lead, and where deemed necessary, with children's social care staff (see Safeguarding & Child Protection Policy)

If staff have further concerns about a pupil they can, in accord with their Channel training, refer the pupil to the Channel Programme.

There is no single way of identifying an individual who is likely to be susceptible to an extremist ideology. Therefore, staff must use their professional judgement in identifying children who might be at risk of radicalisation and act proportionately.

**Risk Assessments** - The DSL is responsible for carrying out regular risk assessments to assess the risks of pupils being drawn into terrorism, including support for extremist ideas which are part of terrorist ideology. The DSL will also use regular risk assessments to demonstrate his / her understanding of the risks and how to identify pupils who may be at risk of radicalisation.

**Hiring & Lettings** - Any organisations or individuals wishing to hire the School will be "open source" checked to confirm that they do not have any extreme or radical views. This requirement will also be included in any Letting Agreements.

#### **4. Visiting Speakers**

In order to safeguard pupils from visitors to the School who may have extreme or radical views the School will:

- Ensure all visiting speakers, even those recommended by students, are checked and found to be suitable before being formally invited by a member of Staff.
- Take immediate action if any individual or group is perceived to be attempting to influence members of the School community, either physically or electronically.
- "Open source" check any organisations who wish to have relationships with the School, particularly those in the voluntary sector.
- Conduct a google search on all visitors.

The member of staff inviting the speaker must assess the risk of the speaker bringing terrorist or extremist material into the school or exposing our students to the threat of radicalisation.

Checks on speakers could include internet searches, personal recommendations and working with respected public organisations. Where a risk assessment indicates that a speaker may warrant closer attention, their invitation should be discussed with the Deputy Head and a referral to the Police may be appropriate.

The scope of the checks will be determined by the frequency and nature of the visits. One off or very occasional visitors can be subjected to "preliminary" checks as detailed in this policy, risk assessed and supervised. Regular visitors must be subjected to the full rate of employment checks as prescribed by Part 4 of the ISI Handbook.

Evidence of checks made should be stored in the central "Visiting Speakers" file in the form of emails, screen shots or internet searches etc.

On arrival at the school, all visiting speakers must sign in at reception and wait there to be collected by a member of staff and accompanied to the appropriate venue. Speakers should sign out when leaving the school and return all ID material.

#### **5. Safeguarding**

Protecting children from the risk of radicalisation is part of the Group's wider safeguarding duties, and should be treated in the same vein as protecting children from other harms (e.g. drugs, gangs, neglect, sexual exploitation), whether these come from within the school, the family, or outside influences.

Staff must 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.

The DSLs must receive appropriate training (see 2.2).

It is the responsibility of the DSLs to raise awareness of the risks of radicalisation amongst the staff and ensure that Staff safeguarding training (see Child Protection Policy) takes the Prevent Duty into account.

The Local Authority and the Police will be able to provide help and advice if necessary, as well as contextual information to further help understand and identify the potential risks.

## **6. Promotion of British Values**

The Group will seek to build pupils' resilience to radicalisation through the promotion of fundamental British values and democratic principles, thus enabling them to challenge extremist views within a safe and informed environment.

PSHE classes will be utilised as an effective means of providing pupils with the time and opportunity to explore and engage with such controversial issues as radicalisation and extremism, equipping them with the knowledge and ability to understand and manage difficult situations.

PSHE classes should, therefore, directly address the issues raised by the Prevent Duty, as well as teaching pupils about British values, Democracy and how the government works, and British law.

It is important for pupils to engage with political and national events and developments, and all efforts should be made to incorporate these into both curricular and extra-curricular activities. For instance, the holding of mock political debates around elections.

The Group also promotes respect and sensitivity for other cultures and peoples through both the curriculum and extra-curricular activities.

Many elements of British values will already be taught within a range of subjects in the curriculum.

## **7. ICT Use**

All pupils and staff must be aware of the potential dangers of the availability online of extremist doctrines and be alert to the risk of radicalisation.

Such material should, as far as possible, be made inaccessible through appropriate filtering.

Where this fails any interaction with extremist websites or materials must be recorded and reported. The DSL should then talk to the pupil or member of staff in question.

The DSL and boarding staff (if applicable) in schools with above Year 6 pupils should receive and analyse the daily reports from the IT server to ensure inappropriate sites are not attempting to be accessed by pupils.

## **8. Related Policies and Further Guidance**

Related Policies: Child Protection Policy, Curriculum Policy (in regard to PSHE and the inclusion of British values within a range of subjects).

Further guidance can be found at:

Prevent Duty:

- [https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/439598/prevent-duty-departmental-advice-v6.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/439598/prevent-duty-departmental-advice-v6.pdf)

Channel Awareness Training:

- [http://course.ncalt.com/Channel\\_General\\_Awareness/01/index.html](http://course.ncalt.com/Channel_General_Awareness/01/index.html)

UK Safer Internet:

- <http://www.saferinternet.org.uk/>

Promoting British Values:


- <https://www.gov.uk/government/news/guidance-on-promoting-britishvalues-in-schools-published>

DfE dedicated radicalisation hotline:

- 020 7340 7264

## 9. Approval & Review

This policy was approved by the Proprietor. It will be reviewed every two years or as necessary following a change in regulation.

A handwritten signature in black ink that reads "Sam Antrobus". The signature is written in a cursive, flowing style.

Signed: Sam Antrobus  
Chairman

Appendix 1: Prevent Duty Risk Assessment/Action Plan

<u>Prevent Duty Risk Assessment/Action Plan</u>		
<u>No</u>	<u>Prevent Vulnerability/Risk Area</u>	<u>Action taken/already in place to mitigate/address risk</u>
1	<p><b><u>LEADERSHIP</u></b> Do the following people have a good understanding of their own and institutional responsibilities in relation to the "Prevent Duty"?</p> <ul style="list-style-type: none"> <li>□ Proprietor</li> <li>□ SMT</li> <li>□ Staff</li> <li>□ Safeguarding team</li> </ul>	<p>Westonbirt School has a PREVENT policy, which is published on the group website. The PREVENT lead is the Designated Safeguarding Lead within School. The Senior Management Team are aware of the PREVENT strategy and its objectives. Through SLT training and discussion at meetings. Policies are updated each year and the anti-radicalisation strand has been recently strengthened within the safeguarding policy.</p>
2	<p><b><u>Partnership</u></b></p> <p>1) Is there active engagement from the Proprietor, SMT and safeguarding team?</p> <p>2) Does the school have an identified single point of contact (SPOC) in relation to Prevent?</p> <p>3) Does the school engage with the Local Authority, Local Authority Police Prevent Leads and engage with local Prevent Boards/Steering Groups at Strategic and Operational level?</p>	<ol style="list-style-type: none"> <li>1) There is a meeting once a term between the Proprietor, Headmaster and Designated Safeguarding Lead to discuss safeguarding matters including PREVENT.</li> <li>2) The Prevent Lead for Westonbirt School is the Designated Safeguarding Lead Nicola Gill and deputies. She is responsible for oversight of the Prevent Action Plan &amp; update to SMT.</li> <li>3) The Prevent Lead is familiar with both Local Authority and Police Prevent Leads and is aware of the Gloucestershire safeguarding partner arrangements.</li> </ol>
3	<p><b><u>Staff Training</u></b> Do all staff have sufficient knowledge and confidence to:</p> <p>1) exemplify British Values in their management, teaching and through general behaviours in the institution</p>	<p>British Values are promoted through the PSHE programmes, assembles and fund raising events. The Head, Natasha Dangerfield, has completed WRAP training. All staff have completed Prevent awareness (WRAP) training on induction to Westonbirt. Training for staff who have joined since then, who have not already completed training, is by the government online training and certification.</p> <p>The Safeguarding Leads have completed WRAP training. Agency and temporary staff receive information as part of their induction. Staff training is part of induction and annual Safeguarding Training.</p>

	<p>2) understand the factors that make people vulnerable to being drawn into terrorism and to challenge extremist ideas which are used by terrorist groups and can purport to legitimise terrorism</p> <p>3) have sufficient training to be able to recognise this vulnerability and be aware of what action to take in response</p>	
4	<p><b><u>Welfare, pastoral and Chaplaincy support</u></b></p> <p>1) Are there adequate arrangements and resources in place provide pastoral care and support as required by the institution?</p> <p>2) Does the institution have chaplaincy provision or is this support signposted locally or brought in?</p> <p>3) Are their adequate monitoring arrangements to ensure that this support is effective and supports the institutions welfare and equality policies?</p> <p>4) Does the chaplaincy support reflect the student demographic and need?</p>	<p>1. Yes. There is a comprehensive pastoral system</p> <p>2. Yes</p> <p>3. Safeguarding is an item for every staff and SMT meeting to ensure welfare and equality matters are discussed weekly.</p> <p>4. The chaplaincy team and pastoral support children of all faiths and none.</p>
5	<p><b><u>Speakers and Events</u></b></p> <p>1) Is there an effective policy/framework for managing speaker requests?</p> <p>2) Is it well communicated to staff/students and complied with?</p> <p>3) Is there a policy/framework for managing on campus events i.e. charity events?</p> <p>4) Are off campus events which are supported, endorsed, funded or organised through the institution (including Students' Union) subject to policy/framework?</p>	<p>1. Public speakers are asked to send a copy of their speech/words to the school prior to the event to check against radical views and are also 'Googled' to check their backgrounds.</p> <p>2. Yes. The visit organiser is responsible for conducts the checks.</p> <p>3. A risk assessment is organised by the School Business Manager, David Runciman prior to on site events</p> <p>4. The Risk Assessment Policy covers off site events organised by the school.</p> <p>5. All visitors are entered into the visiting speakers log maintained by DSL - Nicola Gill</p>
6	<p><b><u>Safety Online</u></b></p> <p>1) Does the institution have a policy relating to the use of IT and does it contain a specific reference and inclusion of the Prevent Duty?</p>	<p>1. The Wishford Schools group has a policy on the acceptable use of IT, which includes a specific section on PREVENT.</p>



	<ul style="list-style-type: none"> <li>2) Does the institution employ filtering/firewall systems to prevent staff/students/visitors from accessing extremist websites and material?</li> <li>3) Does this also include the use of using their own devices via Wi-Fi?</li> <li>4) Does the system alert to serious and/or repeated breaches or attempted breaches of the policy?</li> </ul>	<ul style="list-style-type: none"> <li>2. Firewall filtering is in place at Westonbirt School using Censornet.</li> <li>3. The filtering system covers the entire network, including any BYO devices.</li> <li>4. Any breaches are monitored by the group IT team.</li> <li>5. Any breaches under GPDR will be reported to the Wishford DPO (Mr Paul Easterbrook)</li> </ul>
7	<p><b><u>Prayer and Faith Facilities</u></b></p> <ul style="list-style-type: none"> <li>1) Does the institution have prayer facilities?</li> <li>2) Are there good governance and management procedures in place in respect of activities and space in these facilities?</li> </ul>	<ul style="list-style-type: none"> <li>1. Westonbirt School has a chapel with prayer facilities for all faiths.</li> <li>2. There is good management of this space and any member of the community can collect a key to visit this space during the school day.</li> </ul>
8	<p><b><u>Campus Security</u></b></p> <ul style="list-style-type: none"> <li>1) Are there effective arrangements in place to manage access to the campus by visitors and non-students/staff?</li> <li>2) Is there a policy regarding the wearing of ID on campus? Is it enforced?</li> <li>3) Are dangerous substances kept and stored on site?</li> <li>4) Is there a policy in place to manage the storage, transport, handling and audit of such substances?</li> <li>5) Is there a policy covering the distribution (including electronic) of leaflets or other publicising material?</li> <li>6) Does the institution intervene where off campus activities are identified or are likely to impact upon staff and/or students i.e. leafleting, protest etc?</li> </ul>	<ul style="list-style-type: none"> <li>1. Access to school is restricted through the school main drive and front doors. All visitors must report to the front office of the school. A visitors badge is provided.</li> <li>2. All visitors must wear badges on site.</li> <li>3. There are minimal dangerous substances stored on site, and all are securely stored.</li> <li>4. The storage, transport, handling and audit of dangerous substances can be found in the Health &amp; Safety Policy.</li> <li>5. Any leaflets (electronic or otherwise) or other publicising material is vetted by staff before distribution.</li> <li>6. Staff would intervene if, when attending an offsite activity, they were faced with a situation that they deemed put the children at risk</li> </ul>
9	<p><b><u>Safeguarding</u></b></p> <ul style="list-style-type: none"> <li>1) Is protection against the risk of radicalisation and extremism included within Safeguarding and other relevant policies?</li> <li>2) Do Safeguarding and welfare staff receive additional and ongoing training to enable the</li> </ul>	<ul style="list-style-type: none"> <li>1. Yes</li> <li>2. Yes</li> <li>3. Yes</li> </ul>

	<p>effective understanding and handling of referrals relating to radicalisation and extremism?</p> <p>3) Does the institution utilise Channel as a support mechanism in cases of radicalisation and extremism?</p> <p>4) Does the institution have a policy regarding referral to Channel identifying a recognised pathway and threshold for referral?</p>	<p>4. Yes</p>
10	<p><b><u>Communications</u></b></p> <p>1) Is the institution Prevent Lead and their role widely known across the institution?</p> <p>2) Are staff and students made aware of the Prevent Duty, current risks and appropriate activities in this area?</p> <p>3) Are there information sharing protocols in place to facilitate information sharing with Prevent partners?</p>	<p>1. Yes, but this will be refreshed via staff briefings in the Autumn term.</p> <p>2. Yes, by notices on the staff room board and student notice boards.</p> <p>3. Yes</p>
11	<p><b><u>Incident Management</u></b></p> <p>1) Does the institution have a critical incident management plan which is capable of dealing terrorist related issues?</p> <p>2) Is a suitably trained and informed person identified to lead on the response to such an incident?</p> <p>3) Does the Communications/Media dep't understand the nature of such an incident and the response that may be required?</p> <p>4) Does the institution have effective arrangements in place to identify and respond to tensions on or off campus which might impact upon staff, student and/or public safety?</p> <p>5) Are effective arrangements in place to ensure that staff and students are appraised of tensions and provide advice where appropriate?</p>	<p>1. Yes this can be found in the Critical Incident Management Plan</p> <p>2. Yes Natasha Dangerfield is suitably trained and informed to lead a response on such incidents.</p> <p>3. Incidents would be referred to <i>Wishford Head Office</i></p> <p>4. The site is small enough that any major tensions would be easily identifiable by all on site</p> <p>5. Counselling arrangements and support offered are detailed in the Critical Incident Management Plan. Westonirt School has a Health and Well being team which includes a school counsellor and school listener.</p>

12	<p><b><u>Staff and Volunteers</u></b></p> <ol style="list-style-type: none"> <li>1) Does awareness training extend to sub-contracted staff and volunteers?</li> <li>2) Is the institution vigilant to the radicalisation of staff by sub-contracted staff and volunteers?</li> </ol>	<ol style="list-style-type: none"> <li>1) Volunteers are supervised, Subcontractors are given awareness training when they start work at Westonbirt.</li> <li>2) Yes</li> </ol>
13	<p><b><u>Freedom of Expression</u></b></p> <ol style="list-style-type: none"> <li>1) Does the institution have a Freedom of Speech/Expression policy?</li> <li>2) Does this policy recognise and incorporate the risks associated with radicalisation and extremism?</li> <li>3) Is the need to protect vulnerable individuals covered within this policy?</li> </ol>	<ol style="list-style-type: none"> <li>1) No but our ethos and teaching practices encourages a freedom of speech/expression</li> <li>2) Westonbirt School always ensures that this is the case.</li> <li>3) At Westonbirt School we are aware of our vulnerable individuals and work with the boarding and SEND teams to ensure they are protected.</li> </ol>
14	<p><b><u>Building Children’s Resilience to Radicalisation</u></b></p>	<ul style="list-style-type: none"> <li>• Ensure that pupils have a “safe environment” in which to discuss controversial issues.</li> <li>• Pupils develop “the knowledge, skills and understanding to prepare them to play a full and active part in society”.</li> <li>• Through PSHE/Citizenship, Circle Times and other curriculum activities, pupils are able to explore political, religious and social issues.</li> <li>• Pupils are taught about the diverse national, regional and ethnic identities in the UK and the need for mutual respect.</li> <li>• Relevant staff are aware of the government guidance:  <a href="https://www.gov.uk/government/news/guidanceon-promoting-british-values-inschoolspublished/">https://www.gov.uk/government/news/guidanceon-promoting-british-values-inschoolspublished/</a>; • To ensure that British Values are integrated into the curriculum, and develop tolerance of others</li> </ul>
	<p><b><u>References</u></b></p>	<ul style="list-style-type: none"> <li>• Keeping Children Safe in Education: Information for all school and college staff DFE, September 2023;</li> <li>• The Prevent Duty: Departmental advice for schools and childcare providers DFE, June 2015.</li> </ul>